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ABSTRACT

The activities, speeches, and reports of the participants and lecturers of Project DAWN (Deaf Adults With Need) during 1970 are presented. Project DAWN is designed to: (1) work with Adult Basic Education leaders in establishing programs applicable, attractive, and useful to the deaf community; and (2) motivate and help the deaf adult to take full advantage of these programs. The program covers a four-week period of intensive work in the following areas: (1) Community Leadership; (2) Philosophy, Organization and Administration of Adult Education Programs; and (4) Lecture Series Regarding Various Aspects and Problems of Deafness, Organization of Programs and Leadership. The 24 participants in the 1970 program came from 17 states. Four regional follow-up meetings were held in Wichita, Kansas, San Francisco, California, Chicago, Illinois, and New York City. The participants in Project DAWN and in the regional meetings are listed. (DB)

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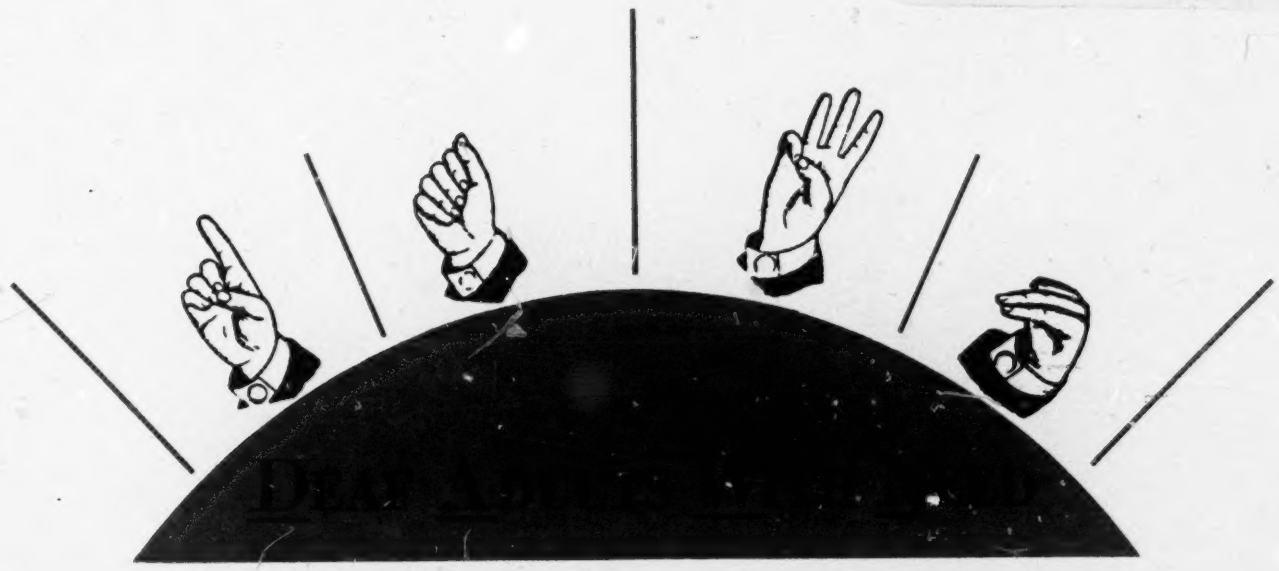
PROJECT



1970

San Fernando Valley State College
Department of Special and Rehabilitation Education
Northridge, California 91324

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PROJECT DAWN
1970

A REPORT OF PROJECT DAWN
and
its four Follow-up Meetings

CARL J. KIRCHNER
PROJECT DIRECTOR
and
EDITOR

DEPARTMENT OF SPECIAL AND REHABILITATION EDUCATION
SAN FERNANDO VALLEY STATE COLLEGE
NORTHRIDGE, CALIFORNIA

June 22 - July 17, 1970

BUREAU OF ADULT, VOCATIONAL AND LIBRARY PROGRAMS
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DAWN

D reaming of spreading are we, the Dawn People
E ducation to deaf adults, broadening their horizons
A nd instilling in each one a desire, too
F or an enriching journey through life for a "new day" has dawned.

A light that we need to make ourselves whole
D oes come through more and more learning
U ntil the day of such revelation comes
L et us not sit back but go forth
T o inspire the people in the world of silence.

W ith adult education comes high self-esteem,
I ncreased also, self-confidence and a better image
T his with deeper understanding put together
H elps to tear down all barriers - high or low.

N ever should the deaf be a separate part of the world
E xcluding ourselves will not break down barriers with the world,
E very one of us Dawn participants has a duty to do and by
D doing so shall we bring to countless lives the dawning of a new day!

Written by DAWN participants:

Nancy Rarus
Emil Ladner
Patrick Fitzpatrick

FORWORD

Very little has been written, much less accomplished, in the area of Adult Basic Education as it applies or may apply to the deaf. It is an area of education that is much needed by people with communicative handicaps and which has been too long neglected.

This timely document, which records the activities, speeches, and reports of the participants and lecturers of Project DAWN during 1970 may provide the inspiration and guidelines for action and set the spark from which more literature may emanate. To read this manuscript is to witness an exciting new chapter of education for the deaf in the making.

Thomas Mayes, Ph.D.
Services for the Deaf
S.F.V.S.C.

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PROJECT DAWN:
A LOOK TO THE FUTURE

Carl J. Kirchner, M.A.
Director, PROJECT DAWN

"Education is a seamless coat of learning." It is a coat that continues to be in "style",for it's worn all through life and is not a coat that the wearer outgrows and leaves behind him when he leaves school at age 16, 20 or 24.

In almost every community across the nation, hearing persons are able to upgrade their education through Adult Basic Education courses. In many cases the courses are not solely academic in orientation, but can be creative and skill-building as well.

Thousands of hearing persons avail themselves of this opportunity each year and often times work to complete a high school diploma. Others enroll in Adult Basic Education classes merely to broaden their horizons with no specific goal in mind.

It is a rare sight to find a hearing impaired person ever attending one of these classes. Yet they are tax paying citizens and should have equal opportunity to take advantage of such offerings. We know of the results of the studies done by Dr. McCay Vernon, Birch and Stuckless and others regarding the overall achievement of hearing impaired students terminating their education. Why is this fact so?

1. Hearing impaired students often times do not know that there are programs available to them after they leave school. It is our fault as educators of the hearing impaired that we do not inform and encourage students to continue their schooling to their community. Too many of, including myself, are guilty of often saying, "You better learn now because when you leave here, it's finished." What kind of mental attitude are we establishing in the young hearing imapired adult?
2. Supporting services such as interpreting services and note-takers are not readily available to make it easier for a student to truly participate in classes.
3. Often the classes that are established for the hearing impaired create the "old school" setting and do not develop a motivational atmosphere.
4. Funds are often not available for any one specific group and taking advantage of what the hearing person has available is shunned and feared by many hearing impaired persons.
5. Hearing people do not know the needs of the deaf and therefore do not plan for them.
6. The hearing impaired population has not spoken up for what it needs and wants and therefore has gone unnoticed.

DESIGN

Project DAWN, Deaf Adults With Need, is designed to:

1. Work with Adult Basic Education leaders in establishing programs applicable, attractive, and useful to the deaf community.
2. Motivate and help the deaf adult to take full advantage of these programs.

It is open to hearing imapired persons only. These individuals must show leadership qualities as well as an interest in promoting and encouraging Adult Basic Education among the hearing impaired community.

The end result of training hearing impaired persons is to have a hearing impaired paraprofessional person in each state as the link between state, city and county personnel in Adult Basic Education and the hearing impaired community.

Thus the training is only open to one hearing impaired individual from each state with the states that have a large hearing impaired population having two or more persons in the program.

PREPARATION

The program covers a four week period of intensive work in the following areas:

1. Community Leadership - a course in leadership development.
2. Philosophy, Organization and Administration of Adult Education Programs.
3. Visitations to various kinds and types of Adult Basic Education Programs.
4. Lecture series regarding various aspects and problems of deafness, organization of programs and leadership.

During the 4 weeks, the participants developed insights regarding the hearing impaired person's needs, and the role he must play in developing the educational destinies of these hearing impaired persons. They also learned that education need not take place in a ghetto of deafness but that the hearing impaired with proper supporting services could take advantage of the post secondary opportunities that are available in almost every community in the form of Adult Basic Education.

PARTICIPANTS

The participants come from all walks of life. A high school diploma or its equivalent is the only academic requirement. Out of the 24 in the 1970 program, only 9 were college graduates. Ten had some college or post secondary work. The important factor is that these people are leaders and are vitally interested in the welfare of their own.

Seventeen states were represented in Project DAWN-1970. Project DAWN -1971 hopefully will have representatives from the remaining 33 states and the 4 American Territories.

PROGRAM DEVELOPMENT

Four regional follow-up workshops were held in Wichita, San Francisco, Chicago and New York City approximately 7 months after the participants returned to their home states. These meetings were held to assess what had been accomplished, what still needs to be accomplished and what obstacles have been noted. Persons from Adult Education Programs, educators of the hearing impaired, vocational rehabilitation counselors and the hearing impaired themselves come to these meetings for an exchange of ideas, information and a chance to rap.

The following is a list of items found to be common to all the meetings around the nation:

Regarding the Hearing Impaired

1. Motivation must be developed since they lack self motivation and are apathetic.
2. Adult Basic Education must be sold to them. It must begin early in the residential schools and day classes in order to set the proper attitude toward continuing education.
3. Leadership and initiative must come from the grass roots level. It cannot be forced upon them by those outside the community.
4. They should accept responsibility for the total welfare of other hearing impaired individuals.

Regarding the job of the Hearing Impaired Paraprofessional

It must include ways to:

1. Identify the needs of the hearing impaired community and the type of population to be served.
2. Build self-esteem in each hearing impaired person.
3. Teach the hearing impaired to recognize their own needs.
4. Others to accept each hearing impaired person at the level he is on and not lament over what should or could have been if only...
5. Encourage integration of the hearing and hearing impaired in the Adult Basic Education setting where possible. By so doing, the hearing impaired person can take advantage of a much broader and perhaps a more interesting program than would otherwise be available.
6. Establish any special programs away from the school or classes for the deaf. Involvement of "new teachers" (not teachers of the deaf) and new methods of instruction is necessary so that the hearing impaired person does not feel that he is getting the same educational diet of earlier years.
7. Present the hearing impaired person with a goal(s) to work toward such as a high school diploma, better job opportunity and not just school for the sake of school.
8. Develop an interpreting pool so that interpreters will be available for the hearing impaired.
9. Develop and encourage parent/young hearing impaired adult classes enrollment where the parent can also take the class as an example that learning continues through life.
10. Work with school districts to provide salaries and proper classification for interpreters.
11. Develop closer ties and a working relationship with many community agencies. This will make a wide variety of services available to the hearing impaired.
12. Work with the school districts concerning funding so that the hearing impaired benefit. Local education monies might be sought for special classes and services such as interpreting, note taking and special materials and equipment.

GOALS

Project DAWN hopes to accomplish the following objectives by:

1. Providing each state with at least one hearing impaired paraprofessional person who is interested in establishing, fostering

and developing Adult Basic Education Programs for the hearing impaired in his states.

2. Providing each state with a liaison person who can act as the spokesman for and to the hearing impaired community.
3. Providing leadership in the hearing impaired communities so that the hearing impaired can have an active and important part in the educational goals and achievements of their own.
4. Laying the foundation for regional workshops in the following two years to help encourage and motivate the hearing impaired to pursue a program of continuing education.

DAWN is the beginning of a new era. It is one of countless opportunities for the hearing impaired. But most of all it is the era of involvement by the hearing impaired themselves. They are at last ready to speak out their needs, fight their own battles and strive to help themselves. Helping themselves through educational opportunities seized, means growth in dignity, maturation and self-esteem. These qualities put the hearing impaired on an equal footing with his hearing brothers. This was best stated by Cervantes in Don Quixote, "When God sends the dawn, He sends it for all."

PROJECT DAWN

1970

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Manuscript prepared by:
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VISITATIONS

Venice Skills Center

Pacoima Skills Center

Los Angeles Trade Technical School

Pierce Junior College

Moorpark Junior College

Multiple Handicapped Unit

Lincoln Adult School

West Valley Occupational Center

Cambria Community Adult School

Garfield Community Adult School

California School for the Deaf

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for the Regional Follow up
Meetings

Wichita, Kansas

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Jodine Trout

San Francisco, California

William May

Ralph Neesam

Chicago, Illinois

Donna K. Davis

Mary F. Mulcrone

New York City, New York

Karen Dixon

Carol C. Tipton

Sunday
June 21, 1970
3:00 p.m.

INVOCATION	Mr. Robert Johnson, Participant, Leadership Training Program in the Area of the Deaf, San Fernando Valley State College
PLEDGE OF ALLEGIANCE	Virginia Hughes, Coordinator of Interpreting Services, Special Services for the Deaf, San Fernando Valley State College.
WELCOME	Dr. Ray L. Jones, Chairman, Dept. of Special Education and Director of L.T.P., San Fernando Valley State College
INTRODUCTIONS. . .	Mr. Carl J. Kirchner, Asst. Prof., Coordinator, Secondary Teacher Training Program in Area of the Deaf, Project Director
INTRODUCTION OF. . SPEAKERS	Miss Judie Stein, Graduate Student, Secondary Teacher Training Program, San Fernando Valley State College
"ADULT BASIC . . . EDUCATION"	Mr. Roy Steeves, Assistant Chief, Adult Basic Education, California State Department of Education
"OUR ROLE"	Mr. Florian Caligiuri, An Outstanding Hearing-Impaired Citizen
CLOSING THOUGHTS .	Mr. Ronald Nomeland, Participant, Leadership Training Program in Area of the Deaf, San Fernando Valley State College
MASTER OF CEREMONIES. . . .	Mr. Albert Bond, Undergraduate Student (Senior Year), San Fernando Valley State College
INTERPRETERS FOR PROJECT DAWN .	Mrs. Joyce Groode, Miss Sharon Neumann, Members of: Interpreting Staff at S.F.V.S.C., Southern California Registry of Interpreters for the Deaf, Registry of Interpreters for the Deaf

Refreshments served in the Patio Area immediately following the opening ceremonies.

PROJECT DAWN

WEEK OF JUNE 22 - 26, 1970

MONDAY, June 22	
8:15 - 9:45 a.m.	Adult Basic Education - Mr. Easley
10:15 -11:45 a.m.	Community Leadership - Dr. Weckler
1:00 - 2:30 p.m.	"Overview of Adult Basic Education" Mr. Robert Sanderson, Utah State Board of Education Supervisor, Division of Services for the Deaf Salt Lake City, Utah
3:00 - 4:30 p.m.	Meeting with Project Director
TUESDAY, June 23	
8:15 - 9:45 a.m.	Adult Basic Education - Mr. Easley
10:15 -11:45 a.m.	Community Leadership - Dr. Weckler
12:45 p.m.	Bus leaves from in front of the TUB for the Venice Skills Center
1:30 - 3:30 p.m.	Venice Skills Center Visitation
4:00 - 5:30 p.m.	"Overview of Adult Basic Education" Mr. Robert Sanderson
WEDNESDAY, June 24	
8:15 - 9:45 a.m.	Adult Basic Education - Mr. Easley
10:15 -11:45 a.m.	Community Leadership - Dr. Weckler
1:00 - 2:15 p.m.	Visitation Feedback - Carl J. Kirchner
2:45 - 4:15 p.m.	"Beginning of Adult Basic Education for the Deaf" Dr. Ray L. Jones, Director Leadership Training Program in the Area of the Deaf San Fernando Valley State College Northridge, California
THURSDAY, June 25	
8:15 - 9:45 a.m.	Adult Basic Education - Mr. Easley
10:15 -11:45 a.m.	Community Leadership - Dr. Weckler
1:15 p.m.	Bus leaves from in front of the TUB for the Pacoima Skills Center
2:00 - 3:30 p.m.	Pacoima Skills Center Visitation
4:00 - 5:30 p.m.	"Adult Basic Education and the Law" Verbal Deaf Person Mrs. Edna Adler, Specialist Deaf, Hard of Hearing and Speech Impaired Department of Health, Education and Welfare Washington, D.C.
FRIDAY, June 26	
8:15 - 9:45 a.m.	Adult Basic Education - Mr. Easley
10:15 -11:45 a.m.	Community Leadership - Dr. Weckler
12:15 p.m.	Bus Leaves from in front of the TUB for L.A. Trade Tech. - Westchester Aircraft Branch
1:00 - 3:00 p.m.	L.A. Trade Tech Visitation
3:30 - 5:00 p.m.	"Leadership Training for Deaf Persons" Hearing Impaired Participants in L.T.P. Mr. Harvey Corson - Chairman

PROJECT DAWN

WEEK OF JUNE 29 - JULY 3, 1970

MONDAY, June 29	
8:30 - 11:45 a.m.	Community Leadership - Dr. Weckler
1:00 - 2:30 a.m.	Adult Basic Education - Mr. Easley
3:00 - 4:30 p.m.	"Current Educational Trends for School Age Deaf Students" - Dr. Thomas Dillon, Principal New Mexico School for the Deaf, Santa Fe, New Mexico
TUESDAY, June 30	
8:15 - 9:30 a.m.	Adult Basic Education - Mr. Easley
9:35 a.m.	Bus leaves from in front of the TUB for Pierce Junior College
10:00 -12:00 Noon	Pierce Junior College Visitation
1:00 - 3:00 p.m.	Community Leadership - Dr. Weckler
3:30 - 5:00 p.m.	"Current Educational Trends for School Age Deaf Students" - Dr. Dillon
WEDNESDAY, July 1	
8:30 - 11:45 a.m.	Community Leadership - Dr. Weckler
1:00 - 2:30 p.m.	San Fernando Valley State College Visitation "Summer Classes and Extension Course Work for Hearing Impaired Students" - Dr. Willard Edwards, Dean of Educational Services and Summer Session San Fernando Valley State College
3:00 - 4:30 p.m.	"The Deaf as a Minority Group" - Mrs. Sue Mitchell Assistant Professor, San Fernando Valley State
8:00 - 10:00 p.m.	Parent Panel - Rincon Hall
THURSDAY, July 2	
8:30 a.m.	Bus Leaves from in front of the TUB for Moorpark Junior College
10:00 -12:00 Noon	Moorpark Junior College Visitation
2:00 - 5:00 p.m.	Adult Basic Education - Mr. Easley
FRIDAY, July 3	
8:15 - 9:45 a.m.	Adult Basic Education - Mr. Easley
10:15 -11:45 a.m.	Community Leadership - Dr. Weckler
1:00 - 2:30 p.m.	"How to Work With Community Agencies" - Miss Marilyn Graves, Crippled Children's Society Los Angeles, California

PROJECT DAWN

WEEK OF JULY 6 - 10, 1970

MONDAY, July 6	
7:30 a.m.	Bus leaves from the TUB for California School for the Deaf at Riverside "The Role of the Residential School in Adult Basic Education for the Deaf", Dr. Richard Brill, Superintendent
10:00 a.m.	School Visitation
3:30 p.m.	Individual and group pictures of participants of PROJECT DAWN
7:30 -10:00 p.m.	Adult Basic Education - Mr. Easley - Rincon Hall
TUESDAY, July 7	
7:30 a.m.	Bus leaves from the TUB for the Multiple Handicapped Unit in Azusa
9:00 a.m.	School Visitation
1:00 - 2:30 p.m.	Adult Basic Education - Mr. Easley
3:00 - 4:30 p.m.	"Deafness" - Dr. Jamie McDougall, Memorial University St. John's, Newfoundland
WEDNESDAY, July 8	
8:30 -11:45 a.m.	Community Leadership - Dr. Weckler
1:00 - 2:30 p.m.	Adult Basic Education - Mr. Easley
3:00 - 4:30 p.m.	"Deafness" - Dr. Jamie McDougall
6:00 p.m.	Bus leaves from Darby and Prairie Streets for Lincoln Adult School
7:00 p.m.	Lincoln Adult School Visitation
THURSDAY, July 9	
8:15 - 9:30 a.m.	Adult Basic Education - Mr. Easley
9:35 a.m.	Bus leaves from the TUB for West Valley Occupational Center
10:00 a.m.	West Valley Occupational Center Visitation
1:00 - 2:30 p.m.	"Social Change" - Dr. Thomas Love, Director Religious Studies Department, San Fernando Valley State College
3:00 - 5:00 p.m.	"Tapping the Power Structure of the Community" - Judge Pernick, Probate Court, Detroit, Michigan
7:30 -10:30 p.m.	Community Leadership - Dr. Weckler
FRIDAY, July 10	
8:30 -11:45 a.m.	Community Leadership - Dr. Weckler
1:00 - 2:30 p.m.	"Organizing Adult Education Programs for the Deaf"- Dr. Thomas Mayes, Mott Foundation, Flint, Michigan
3:00 - 4:30 p.m.	Adult Basic Education Programs for the Deaf - John Claveau, Program Chairman

PROJECT DAWN

WEEK OF JULY 13 - 17, 1970

MONDAY, July 13	
8:30 -11:45 a.m.	Community Leadership - Dr. Nora Weckler
1:00 - 2:30 p.m.	Adult Basic Education - Mr. Edgar Easley
3:00 - 4:30 p.m.	"How Organizations for the Deaf Can Help Encourage Continuing Education for the Deaf through Adult Basic Education" - Mr. Mervin Garretson, Executive Director, Council of Organizations Serving the Deaf
6:00 p.m.	- Queen's Arms Restaurant 16325 Ventura Blvd., Encino
6:30 p.m.	Banquet Mr. Herb Larson - Speaker Program Coordinator, South East Los Angeles County High School for the Deaf
TUESDAY, July 14	
8:15 a.m.	Bus leaves from the TUB for Menlo Branch, Cambria Community Adult School
9:30 a.m.	Menlo Branch School Visitation
1:00 - 2:30 p.m.	"Organizations" - Mr. Garretson
3:00 - 4:30 p.m.	"LTP and the Hearing Impaired" - Dr. Ray L. Jones Project Director, Leadership Training Program in the Area of the Deaf
WEDNESDAY, July 15	
8:15 -11:30 a.m.	Adult Basic Education - Mr. Easley
1:00 - 2:30 p.m.	"The Role of Media Services and Captioned Films In Helping Hearing Impaired Adults Broaden and Further Their Education" - Mr. Edward Carney, Specialist, Adult Vocational Education
3:00 - 4:30 p.m.	Analysis and Synthesis - Carl J. Kirchner Project Director
6:15 p.m.	Bus leaves from Darby and Prairie Streets for Garfield Community Adult School
7:30 p.m.	Garfield Adult School Visitation
THURSDAY, July 16	
8:15 - 9:30 a.m.	Adult Basic Education - Mr. Easley
10:00 -11:30 a.m.	"Role of Media Services" - Mr. Edward Carney
1:00 - 2:00 p.m.	"Your Role" - Carl J. Kirchner, Project Director
2:00 - 5:00 p.m.	Community Leadership - Dr. Weckler
8:00 p.m.	Opera - "La Boheme" - Campus Theatre (Tickets on sale at the door)
FRIDAY, July 17	
8:15 -10:15 a.m.	Adult Basic Education and Community Leadership Mr. Easley and Dr. Weckler
10:30 a.m.	Closing Ceremonies - Project Director Engineering Building 100

SPEAKERS

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THE DAWN OF A NEW ERA

F.A. Caligiuri

In the field of Education of the Deaf, methods and results have not changed in any great degree in the last 125 years. Beautifully written papers expounding this or that theory purporting to facilitate and improve the education of the deaf were given at teachers' symposia; annual conventions were held where exhibitions involving selected students gave proof of the successful employment of this or that media. The propaganda as disseminated by the professionals has been so effective that the public has been lulled into believing that the fault lies not with the method and the program but with the deaf child for failing to respond. Gestures and the language of signs are endemic to the deaf, while speech and speech-reading are exotic exercises thrust upon nearly all deaf children and mastered by only one in a thousand or more.

It is discrimination at its worst when only a few of us have been able to surmount such ridiculous barriers to learning, or is it simply a conspiracy to favor the few at the expense of the many? The success of the professionals is emotionally inspired, while the honest educator must struggle against public prejudice and ignorance in order to present the truth.

Here in California there are 5500 deaf children in schools scattered all over the state. You can guess how many of these children will be fortunate to receive a college education. In fifteen or twenty years we will have perhaps 5000 adults between the ages of 21 and 30, who for various reasons, will have no better than a sixth grade education. These figures are peculiar to California, but you can obtain the same proportional results in any other populous state or at any school which classifies itself as an institution established for the singular purpose of teaching the deaf.

Minority groups have lately learned what the deaf have always known, that in order to improve their status they must seek leadership and manpower from within their own group. As a group the deaf have done extremely well. We can point with pride to the National Fraternal Society of the Deaf, the National Association of the Deaf, the American Athletic Association of the Deaf, the State Associations, the Local Clubs, and our basketball, bowling, softball and golf tournaments. Each of you, at one time or another, has been approached by a deaf person in search of help. You have written a letter for him; you have tried to patch up his quarrel with his wife; you have helped him find a job; you have done everything except succeed in obtaining the proper schooling for him on an universal scale.

The athletic field is the greatest equalizer for the deaf. He is unfettered from his scholastic shortcomings and can exhibit his natural athletic ability and prowess without feeling inhibited. Indeed, the word "dumb" is more often directed at the hearing athlete, while the athlete without hearing is simply deaf or mute. The World Games for the Deaf attracts both athlete and spectator from all over the world. Exposure on

such a grand scale cannot help but focus attention upon some of the problems the deaf have.

The dawn of a new era began ten years ago here at San Fernando Valley State College with the establishment of the Leadership Training Program in the Area of the Deaf. Almost overnight we witnessed startling changes in almost every aspect of the education of the deaf which the professionals have held sacrosanct. Parents are becoming more aware and more involved in the programs which have to do with the education and welfare of their children. Sign language classes have sprouted all over the country. More and more teachers are utilizing the total communication approach in order to reach more of their students.

In 1963 the Leadership Training Program had as its project "A Pilot Program in Adult Education for the Deaf." Under the leadership of Barry Griffing, a modest program was launched. However, it soon became apparent that we had a tiger by the tail. The response was so enthusiastic that we had difficulty finding enough qualified teachers. We had as many as 160 students at one time, some traveling as many as 80 miles one way to attend classes. Five years elapsed before interest began to wane and attendance became smaller and smaller and eventually classes had to be discontinued.

This initial exposure of the deaf and their problems to the public at large gave further impetus to the growing demand for effective change in administration, training and qualification for anyone interested in entering the field of Education and Vocational Rehabilitation of the Deaf. The Madison, Marlton, Downey and Daysinger schools are unique in that not one of them is administered by an appointee from the ranks of the professionals.

The coordinators at the Madison School and at one of the Downey schools are deaf. More and more capable deaf individuals have thus been encouraged to continue their studies towards Masters degrees and for the more ambitious, doctorates are within reach.

Unlike any other research group, those in charge of the Leadership Training Program realized almost at the outset that in order to make thier project meaningful they had to have the cooperation and assistance of the deaf themselves. They adopted the philosophy of working WITH the deaf rather than for them.

You are a very select group. You have knowledge, influence and enthusiasm, but your task will be meaningless unless you go out and expose the pathetically inadequate services to the deaf. You will find authorities sympathetic to your pleas for help, but they will do nothing unless you have a genuine problem to present. This is the very simple reason why the professionals with empirical learnings have enjoyed such a long tenure. Since the deaf were not involved in the complaint, no problem existed. You can convince the majority of the people if you show sincerity, understanding and a willingness to work, and then, there will be no holding back the dawn.

AN OVERVIEW OF ADULT BASIC EDUCATION FOR THE DEAF

Robert G. Sanderson

Co-ordinator
Services to the Deaf
Utah State Board of Education
Division of Adult Education & Training

Adult basic education for deaf people is so new--dating from about 7 years back--that we may safely say only one thing about it: we know very little.

Of course, there have been sporadic attempts in scattered areas to promote interest in adult education among deaf people. Several teachers known to me personally attempted to get classes started quite on their own, teaching in their homes, tutoring individuals and small groups. Organized efforts, however, began in earnest with the passage of the 1966 Basic Education Act, which made available federal money to the states for the purpose of providing education services to minority groups.

So far as I know, no study has been made of the various attempts to establish adult basic education programs; someone may be doing it now or may have done it so recently that the news of its completion has not yet reached the hinterlands. There is a great deal of knowledge lying dormant in the minds of people who have tried and succeeded and failed. Possibly some of you who are in the DAWN Project have had valuable experiences and will be able to share them with your classmates and from this there may be distilled some guiding principles that will be useful in designing more successful programs. I do wish, however, that all of the various experiments in adult education for the deaf could be pulled together, studied and possibly we could derive some real understanding of the elements that go into a good program and which would give it the greatest chance for success.

I would like to touch briefly on some of my experiences while President of the National Association of the Deaf. It was during my four year term that there was the greatest growth of interest in adult education for deaf people, and I attribute this growth chiefly to the pioneering efforts of Dr. Ray L. Jones and the Leadership Training Program. The first successful effort took place in the spring of 1964. Word spreads quickly in the deaf community, so we soon witnessed deaf leaders in various cities trying to get their own programs going.

What followed was, to me, utterly shocking and frustrating--these tentative efforts were greeted not with friendly enthusiasm, but with cold, bureauacratic rigidity. The New York and the Chicago deaf people found all kinds of restrictions the worst of which proved to be the pervasive oral philosophy. It was, in a word, "Deaf people will be welcome in regular adult educatinn classes; take it or leave it." No special classes were to be arranged; the system would not hire special instructors and would not permit deaf instructors to teach without certification. Certification, of course, would be extremely difficult to get in a system that was oral in its philosophy.

Ultimately the deaf people themselves said to hell with it, and organized some small classes, persuaded some instructors skilled in the use of manual communication to volunteer their time and went ahead.

I tried to give encouragememt through publicity and wrote to everyone I could protesting this blatant discrimination against a minority group, but I do not know whether this tactic alone was effective. I feel that it was not; rather, I believe that the most effective action must come from highly organized local action groups using political pressure.

Perhaps some of you who are present are from New York or Chicago and will be able to give much more detail than I. In a few moments we can exchange ideas.

About ten active programs exist at the present time. Probably there may be some small programs which have not reported to the American Annals of the Deaf,Directory of Services for the Deaf in the United States. Whatever the total number, it is far too small; deaf people are not being served as they should be. Deaf people are not getting their fair share of the millions of dollars being spent on adult education programs for minority groups--the Negro, Spanish-American, immigrants, and disadvantaged people. There is a Manpower Development and Training Act administered by the State Employment Service of your state by which people are retrained or given initial training PLUS full maintenance for the family while in training. Frequently this is the first actual vocational training that the core group has ever had; frequently it retrains persons displaced by automation. Deaf people, particularly the large number of day school and day class graduates and some of the smaller residential school graduates, could benefit. So, too, could mature adults who, years back, accepted the mostly lowly of positions during hard times and got stuck.

Of course, your state division of rehabilitation is able to help such people if there is a counselor experienced in the problems of deafness, but such people are in short supply and being so are not really available to the thinly scattered deaf population. The point I wish to stress is that adult deaf leaders should explore these programs in addition to the more traditional forms. It is entirely possible that if there are enough deaf people in a given community who desire retraining, say in typing, key punch operating, ten-key adding, small gasoline engine repair or some such skilled occupation for which there is a demand in their market area, special classes may be arranged under MDTA.

I note that the traditional programs do offer a variety of vocational classes in addition to basic subjects; this information can be gleaned from the American Annals of the Deaf Directory for 1969. I also note that in Wisconsin, a state with a heavy concentration of deaf people, the program "is temporarily discontinued." In Utah, while we have continued adult education classes (for hearing adults in the old standby, manual communication), the basic education classes for deaf adults spattered on and off. Classes are really too small. Yet, we have the solid support of the Board of Education, both state and local.

Here in the SFVSC area, after a fantastically good start in 1964, the turnout in 1965 was a real disappointment.

Apparently the novelty has worn off, and deaf people have fallen back into their familiar and comfortable ruts.

The challenge is to find out why deaf people stop going to adult education classes. You should be aware of these things before embarking on a program.

Let's examine a few possible reasons. Those that I list here are not necessarily the only reasons; you probably can think of others.

1. Not everyone is interested in the same course.

2. Deaf people of varying ages, 18 to 60, are hard to teach because the older ones resent being placed in classes with kids who are wet behind the ears.

3. Deaf people have been conditioned to failure in basic English. Their entire scholastic career has been one continuous struggle with the complexities of grammar, and they have no stomach for more of it, especially if it is taught in the traditional manner. (It's just more of the same to them.)

4. There is the matter of IQ. Smarter adults have little patience with the slow ones and resent being in the same classroom.

5. The teacher.
   a. There must be confidence and respect.
   b. The teacher must be able to communicate, and well.
   c. He must be dynamic to hold the interest of adults.
   d. He must know his subject---he can't fake with adults.
   e. He cannot talk down to them as he would to children.
   f. He has to have a good, friendly personality and be willing to sit down and explain the simplest thing repeatedly until it sinks in.
   g. He must have high expectations of every student.
   h. He has to be a ham.
   i. etc...

6. Lack of relevance of the classes to the needs of adults.

7. Lack of community participation. Adult deaf people (their organization leaders) must be involved.

8. Lack of lively publicity. Preachers must announce the classes and urge their flock to attend; clubs should announce classes (and many might even ask for a special class in bartending.)

9. Too many competing activities. Every organization tries to justify its existence by providing as many activities as possible. If a deaf person tried to attend them all he would have no time for his family.

10. Lack of interested deaf leaders who are willing to work on their own time. Many natural leaders give up in disgust at poor turnouts, petty quarrels and dissention without trying to analyze the difficulties.

11. Young and up-coming leaders sometimes resent the power and influence of the older, established leaders and will not offer cooperation.

12. The deaf people lose enthusiasm when they run into some hard intellectual exercises. Minds, like muscles, must be exercised continually to be in good shape.

13. Lack of mensuration. Very seldom have we seen achievement tests given "before and after" to check improvement. It should be done. The student needs assurance that his work has not been in vain.

14. Lack of professional deaf leadership.
   a. There are things that the professional deaf person can do that the non-professional volunteer cannot do. For example, the professional can attend meetings during the daytime when the volunteer must be earning a living at a production job.
   b. The professional has the time to plan, to think, to organize.
   c. The professional gives status to the deaf community; hearing leaders are more apt to be comfortable in dealing with him -- he talks their language.
   d. If the deaf community respects the deaf professional he can become a powerful advocate of deaf people in the community power structure.
   e. He can keep things going when the volunteer may have to give up in the face of family crisis or simple time shortage.

How many more factors can <u>you</u> think of that may contribute to the failure of an adult education program for the deaf?

Why should we be so concerned with adult basic education for deaf people? Why can't we just leave them in blissful ignorance, wash our hands of them, and stick to our backyard flowerbeds which need attention right now anyway?

I believe that every person here has an explicit understanding of the nature of the problem that faces deaf people in general: An educational deficiency that is, for them, a tragedy.

A survey recently completed by Gallaudet College indicates the general achievement level of deaf students in the 17-18 year old bracket is around 4.6. (This is a mean.)

Measured by the accepted standard for hearing people, a level of 5.0 is considered to be functional illiteracy. The Adult Education Report for the years 1968 and 1969, in Utah, indicate that there are 40,000 hearing people who cannot function above the fifth grade level, and another 57,000 who cannot function above the 8th grade level. Since the population of Utah is just over 1 million, it seems that about 10 per cent of the population in Utah is rated so low educationally as to need an intensive adult education program.

It would seem then that the deaf people in general are functionally illiterate. Nobody really knows the exact figures on how many deaf people there are in the United States (but we hope that the NAD census will give us some reasonably reliable information) so we cannot give a specific figure on the percentage of those who are above or below a certain grade achievement level. If we use old figures, we could say that 6% of deaf people achieve below the fifth grade level, and it would be pretty hard to disprove it.

But, regardless of variations in figures, we can quote a number of research reports that say: "Education of the deaf has failed." Therefore, we have a need for continuing education. In today's world, where incredible changes are taking place in business and industry, a fact of life we must face is that our jobs may be phased out tomorrow and we had better be ready with the know-how to run the machine that will replace us.

Then there is another factor: I have noticed a phenomenon in the world of education of the deaf, and I have not seen a comparable one in the education of the normally hearing. Adult deaf people develop and maintain throughout their lives a passionate interest in education of deaf children. They do not lose this interest as soon as their own children (either deaf or hearing) graduate and leave school as is the case with most hearing parents. Even deaf adults who have low achievement levels retain this interest, although too frequently it is directed wholly at the system that short-changed him educationally and he can see nothing else but "oral vs. manual." Literally everywhere I go, from one end of our country to another, it has seldom taken more than a very few minutes for the subject of conversation to turn to education.

I might insert another comment at this point: Of the hundreds of deaf people I have talked to, I have yet to meet one who opposed speech training and lipreading training <u>as a part of the curriculum</u>, yet I have been surprised at the uniform bitterness of feeling against oralists in education. Underlying this feeling is the basic premise that they all feel that they could have learned more speech, more lip reading, and more language, reading, writing and arithmetic if they had been started earlier using normal English.

Occasionally I have had oral teachers ask me, "Why do they hate me? I am only trying to help them!"

To such a teacher I can only reply, "Remember the boy whose hand you slapped with a ruler when he signed in class? Tommy? Well, it may have been a matter of minor discipline in the classroom to you and to the principal and even to the parent, but to that boy you were striking to the very root of his psyche, at something that has far greater meaning to him than to you. You were striking at his primary means of expressing himself. He will hold it against you and hate you for the rest of his life. Remember, too, that punishment is the worst way to secure obedience; it is psychologically wrong in most cases. And here is where, primarily, deaf people are different psychologically from hearing people:

Of childhood home life, we tend to remember the love and understanding of our parents and forget the discipline and spankings, but of school we remember longest the sting of a ruler on our fingers, or the angry, frustrated faces of teachers who realized that we were not reading their lips because we had rebelled against the use of force and no longer wanted to learn.

Can you much blame an adult deaf person who shows reluctance to attend a basic education class? He may need it desperately, but it is entirely possible that he has been psychologically conditioned to dislike the classroom and education in general.

Now, let's get down to some nitty gritty.

There are some questions I would like to have answered, and when I asked these questions of an adult education specialist high up in the board of education, he said only this: "Can we actually improve the grade achievement level of deaf people who are past the age of 18?"

A recent study quoted by Marvin Garretson suggests that children reach their maximum learning potential by the first grade--something like 60%; and by the end of the second grade, or 8 years of age, they have learned 80% of whatever they are going to; and the remaining 20% usually is completed by age of 18. I do not have the exact study available; it does not matter too much right now, other than to point out to you that there is a specific learning curve that we are dealing with that suggests that it is going to be very difficult to teach an adult anything at all unless he really is highly motivated to learn.

The other question I had is, "What is the average grade achievement level improvement after specific period of time (say, one year of adult classes in basic English.)?"

If there is actual improvement in the levels for hearing people, then I would want to apply some specific measurements to adult education programs for deaf people and see whether they are effective or not; and, if we are so lucky as to discover a really effective program, I would hope to take it apart and see what makes it tick.

As I have indicated, I have a very strong feeling that the most effective adult education program will begin within the deaf community leadership strata. It is within this power structure that decisions are made on whether or not to seek a program. It is dead certain that the general hearing community knows next to nothing about deaf people or the deaf community in general. Likely they will be far more concerned with black militants, with drug abuse, long-haired teenagers and campus riots than with the problems of a numerically insignificant minority like the deaf. So it is up to deaf people to get it moving.

I would like to recommend to each of you the particularly fine section on adult education that was tuaght by Dr. Ray Jones at last summer's leadership workshop in Salt Lake City. I am sorry that I do not yet have any copies to give to you because the original is now in the hands of the Rehabilitation Services Administration where, I hope, it is being considered for publication.

It gives chapter and verse, and a wealth of detail on how to go about organizing an adult education program. I believe he will be talking to you, so I shall not steal any of his thunder.

Thank you for your attention. I appreciate having had the opportunity to talk to you--and now I hope you'll talk to me!

***

THE DEAF PROFESSIONAL

Robert G. Sanderson

Co-ordinator
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Division of Adult Education & Training

The deaf professional whether in community service, rehabilitation, or higher education is something of a new bird on the scene. I think that he also makes his hearing peers a bit uncomfortable as he strives for acceptance because there is that intangible thing called paternalism that has become, for some hearing professionals in the field, a way of life so comfortable that they resent the nudging. Indeed, they may not even recognize it as paternalism, preferring to believe that as professionals who know all about it they feel more competent to make decisions for deaf people than the deaf people themselves could ever be. I would point out an example as being that of the inability of boards of education to accept the fact that a deaf person could easily be a competent administrator, or superintendent, of a school for the deaf. The communication factor has them buffaloed--yet these are the same people who depend upon their secretaries to do most of their telephone work--and sometimes a lot of their work too!

There are positions where I believe that deaf professional people (because of their professional training, experience and because of their very deafness) can do a better job than a person who, with normal hearing, and with equivalent training and experience, may lack a personal understanding of deafness and a conviction or dedication. It all adds up to motivation; the deaf person is trying to prove himself not only to his hearing peers, but to himself. His self-image is at stake.

Some of these positions can be: Rehabilitation consultants and counselors, education specialists, principals, superintendents, community service agency directors and social workers.

As we look at the large picture, we see very few deaf professionals in this great country. And if I were to make a finger-count, maybe most of those we do have are LTP graduates.

Let's examine the present situation:

1. There are professional positions open in several areas. I know, specifically, of an excellent opening in Washington, D.C. and one of the requirements is that the job go to a deaf person. They pay is excellent, the hours long and hard, and the deamnds of the job are such that they will make or break the man. It's a formidable job, but challenging.
2. Alabama hasn't been able to find a qualified deaf rehabilitation counselor for the deaf (RCD). There are several other states that have let it be known that they, too, are seeking qualified RCD's and will accept those who are deaf.

There are other positions in education, a field that has a tremendous turnover, and deaf people are slowly being accepted into programs that for years have been "closed" to them.

3. So? So we do not have the deaf manpower to fill these jobs. Yet the deaf college graduate is somewhere out there, perhaps eating his heart out as he beats the keys of a linotype machine, or ruining his eyes as a proofreader.

Of the hundreds of graduates of Gallaudet College, startlingly few of them are in professional employment in keeping with their training.

4. There are also many natural deaf leaders who do not have college training - men who have demonstrated their ability but who are in dead-end jobs. They are frequently prime movers and doers who make up with native intelligence and energy their lack of formal education. These men are, alas, thinly dispersed, but the worst drawback is their general unavailability. They are almost always tied to production jobs, where they cannot afford loss of wages that it inevitably means when their attendance is needed at daytime meetings of the power structure. The natural result is that all too often the voice of the deaf people is not heard when and where it should be.

5. There's another facet of this overall problem that bears mention: sometimes there is a notable lack of interest on the part of "educated" deaf people in community service or in professional employment if it means "work." I am unhappy to admit that deaf people are also human - sometimes lacking in motivation (Oh shucks, let's be honest, I meant "Just plain, damn lazy.") or unwilling to break out of a comfortable rut.

6. We lack leadership training programs on a broad scale. (At this point I wish to stop momentarily and bow in the general direction of Dr. Ray L. Jones and his crew at LTP.) This lack includes community service training programs, and education programs designed to meet needs of mature deaf people among other things.

Now let's pause for a moment and try to pull all this together:

a. Lack of qualified deaf people in key positions.
b. Lack of deaf leaders who are available --thin dispersal.
c. Presence of natural leaders who:
   1. Are untrained.
   2. Are unavailable in the community because of production jobs.
d. Lack of interest on the part of educated deaf.
e. Lack of specific training programs.
   Most advanced training programs concentrate on a specialty, such as Education Administration, Engineering, Electronics--and little attention is given to community problems as a general education requirement.

And here is what I believe we can do about it:

a. Mount a deliberate campaign to attract educated deaf people into community service.
b. Establish more leadership programs, and broaden existing ones to include natural leaders who may not have college backgrounds but who have indicated potential.
c. Provide enough of a stipend so that such leaders can maintain normal family living while in training.
d. Provide specific short courses to professional deaf people.
e. Urge young deaf college people to aim at professions in which they can be excused from their jobs to engage in community service tasks. Avoid production jobs where the company loses money when a man is absent.

   Where talented leaders are stuck in production jobs, enlist the aid of the deaf community in "selling" the boss on the idea that public relations are as valuable in his company as a days production by that employee even when continued over a long period of time. Sell the employer on the needs of the deaf community by bringing him into community workshop meetings on deafness.
f. Urge SFVSC, Gallaudet and NTID to design curriculum to permit majoring in social work, community service, etc.

g. Reach deaf students about to graduate and persuade them to continue into graduate programs and offer them decent stipends.

h. Persuade RSA and OE to support these training programs.

I would like to end this with a thought:

To LOOK is one thing. To SEE what you look at is another. To UNDERSTAND what you see is a third. To LEARN from what you understand is still another. But to ACT on what you learn is all that really matters.

ADULT EDUCATION AND THE LOW-VERBAL DEAF PERSON

Edna P. Adler
Office of Deafness & Communication Disorders
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Adult-education is reaching only a tiny fraction of the estimated one hundred thousand low-verbal deaf individuals who need this facility and others to achieve the personal, social and vocational goals for which they have potential. The seeming failure of adult education to help in solving the training problems of severely disadvantaged deaf persons, when explored, brings certain facts to light.

Without doubt, the main cause of the prevalent dearth of adult education services for low-verbal deaf persons is their extreme isolation. Due to their severe communication, education, and social deficiencies this group does not normally participate in the deaf community or the general community which are unaware of them. Pioneer adult education programs for the deaf have responded generally to the interests of the large middle group of deaf men and women who are visible and articulate. The same pattern prevails in adult education for normally hearing persons although in most communities there are separate courses in basic education for individuals needing it. For the most part, adult basic education for hearing people has centered on citizenship training. Increasingly, however, attention is being focused on the training needs of the educationally and socially disadvantaged adults. State and Federal programs designed to aid individuals severely handicapped by ineffective and insufficient training in upgrading their personal skills for better employment opportunities are appropriately being placed in their milieu. The important work that the programs are carrying out with disadvantaged hearing adults does not, unfortunately, extend to disadvantaged deaf adults. Their communication problems and experience normally preclude them from participation in existing adult basic education programs.

Another reason for the lack of adult basic education facilities for low-verbal deaf people is the frequent poor understanding of the needs of deaf people by families. Far too often low-verbal deaf adults who are normally intelligent, mobile and employable are kept over-sheltered and dependent because their families do not know where to turn for assistance. Parents and families who may be poorly educated and uninformed on adult education facilities in general contribute to the unfavorable life situation of many low-verbal deaf adults.

The low socio-economic home of the underachieving deaf adult does not normally have the money for visual media such as television, books, magazines and newspapers all of which deaf adults need for minimal information. The family frequently excludes the nonverbal deaf adult from group activities further curtailing opportunities for casual learning. His inability to use public transportation prevents socializing with other deaf persons at club rooms and churches where he might learn about available adult education programs.

Still another reason for practically nonexistent adult basic education for low-verbal deaf people is the shortage of capable, well-trained and communicative instructors who can assist them in acquiring the personal, social and work skills they desperately need to achieve employment and a responsible place in society. The limited vocabulary, speech and sign language of low-verbal deaf individuals place peculiar demands on an instructor who must appreciate fully their need for highly vernacular communication, long-term training and personal acceptance. Qualified hearing and deaf people with good communication skills and a background of experience in working with low verbal deaf people may want to enter this field for the numerous personal satisfactions it can offer.

A serious impediment ot adult basic education for nonverbal deaf people is the nearly complete lack of appropriate training media. High interest-low vocabulary text books that pertain to their particular learning needs must be developed. Supportive and reinforcing films, slides, transparencies and charts illustrating facts pertinent to effective adult living are a critical need.

Possibly, the nature of the learning problems of the low-verbal deaf adult is not well understood. On one hand, he may not be viewed as the normally intelligent individual he invariably is but who does not have the basic skills needed for effective adult living. On the other hand, it is a serious mistake to believe that a low-verbal deaf adult can be placed in an adult education class for better endowed deaf adults and be expected to benefit. He lacks the broad foundation for this kind of experience which he can obtain through adult basic education courses especially designed to meet his training needs. A step by step process is necessary for him to help him gain basic skills which will open the way for more advanced training opportunities.

There are few facilities that are prepared to provide adult basic education to low-verbal deaf people. Vocational rehabilitation which has the primary responsibility of assisting deaf individuals to achieve their rehabilitation potential may be the force that can bring sharp attention to the need of low-verbal deaf people for special adult basic education programs. Training for low-verbal deaf adults to be effective must be long term and highly individual. Some may need to be taught on a one-to-one basis. Most low-verbal deaf adults, however, can benefit from instruction shared with five to ten other persons having the same training needs.

In order to facilitate the rehabilitation of low-verbal deaf clients, vocational rehabilitation agencies may wish to consider sponsoring classes at public school adult education departments, at community service centers for deaf people, at community hearing and speech centers, or at community organizations of the deaf.

Adult basic education represents a readily accessible and continuing means for low-verbal deaf people to attain needed personal, social and work skills. Pre-employment training, on-the-job training and training for better family and community living for low-verbal deaf adults should be available in every community.

Adult basic education to be effective and meaningful must fully involve the low-verbal deaf person and his needs and interests. Vocabulary and language use pertinent to his social and employment situation measurement training, local geography, personal grooming, social attitudes, work attitudes and occupational information should all be thoroughly covered. Field trips to places of occupation, employment offices and

vocational rehabilitation agencies, clubs for the deaf, department stores and so forth should be included to orient the low-verbal deaf adult to employment and independent living responsibilities. Adult basic education might also include driver training courses for low-verbal deaf adults who need additional time and special training techniques to achieve a drivers license.

Adult basic education for low-verbal deaf people is extremely specific in its purpose and result-oriented. There is a great possibility that the extreme purposefulness of adult basic education for low-verbal deaf personnel when functioning properly may provide needed leadership in formulating better adult education programs for deaf people.

CURRENT PRACTICES, STANDARDS AND TRENDS IN THE EDUCATIONAL PROGRAMS FOR THE DEAF THROUGHOUT THE UNITED STATES

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When the invitation to participate in Project DAWN (Deaf Adults With Need) was extended to me by the Project's Director, Mr. Carl Kirchner, I readily accepted. There were several reasons for my eagerness to take part.

First, as a product of the Leadership Training Program, I am always anxious to return to San Fernando Valley State to keep up with friends I made while here and to keep abreast of programs, projects and ideas that are forever flowing forth from this center of leadership to improve the lot and well being of our deaf people.

Second, it has been my pleasure to have worked closely with both Dr. Ray Jones and Mr. Kirchner in past years and to know them as dedicated men with a single purpose--that of helping our American deaf people learn to lead and help themselves. Their goals and ambitions are compatible with the goals and ambitions of many of our deaf leaders. The problem is to encourage more of our deaf people to prepare themselves to take leading roles and to "accept" the need for active participation of every deaf man and woman. "Acceptance" is the key word to everything that I expect to have to say while I am here. Second to "acceptance" is "action" or doing something about the problem other than just talking about it. I look at Project DAWN as a step in the direction of both acceptance and action as definitions of the sense in which I wish to use these two words.

The topic "Current Practices, Standards and Trends in Educational Programs for the Deaf Throughout the United States" is a big, broad topic about which much can be said. A study of the history of the education of the deaf over the past one hundred fifty years will indicate that but few great changes have been made in either educational practices or procedures in this time. Educational problems under discussion today were problems under discussion in the 1800's. Terminology has changed the wording on the labels, but the problems are basically the same. It is honest to say but few great changes have taken place in the field of education in all of this time.

Of course, today we generally have new modern buildings, ample and up-to-date equipment, highly trained (degree-wise) teachers, and what we may consider modern equipment, texts and supplies with which to work and carry forth our educational program. Federal aid has given us Captioned Films, graduate teacher and administrative training programs and various other help that is most valued.

Yet, our assignment of upgrading our educational programs for the deaf has not been realized to any significant degree. When we consider progress in terms of educational achievement, very little progress has been made when compared with past years.

The advent of "Sputnik" challenged all education in America to move forward and upward. Public education for students with normal hearing has made some notable gains. Educators for the deaf have tried in some areas but no great strides or significant gains have been made for reasons that I hope we can make apparent.

In the school year just ending (1969-70) there were a total of 53,244 students in all reporting educational programs for the deaf and hard of hearing in the United States. This total includes pre-schools, special programs, and both public and private schools.(1) Most of these children were being taught orally or through oral class work with consent to use manual communication outside the academic classroom.

The largest schools for the deaf in every state are generally the state residential school for the deaf, though we find a large number of deaf students in special classes for the deaf in many areas. Pre-schools, private and parachoial schools and special classes are common in many areas also.

The state residential schools commonly admit students from age 5 or 6 and legally can usually keep students for academic educational purposes to the age of 21. Most of these schools have a 15 year academic program with grading described as Kindergarten, Preparatory I and II, then First through Twelfth grades. Pre-vocational programs are commonly a part of the regular school program, serving students from the ages of 12 to 14 through completion of their academic program. Vocational subjects offered vary from school to school, as does the quality of vocational instruction. Most all schools have provisions for physical education, health instruction, and participation in sports. Extra-curricular activities are also common to most all schools, but vary in number and kind. The residential school generally attempts to provide a total program with total care for the child away from home.

Day classes and day schools academically compare to the residential school, but in many instances deaf students will integrate with normal hearing students for some classes and some activities. Procedures will vary somewhat from program to program. Academic classwork and programs will depend upon progress and readiness, as is the case in most other schools, but the child remains at home and a greater responsibility is associated to parents and family life. In these classes and programs communication is generally oral.

All academic educational programs for the deaf and hard of hearing will claim that they have the common purpose of preparing the child for life. This might be described as preparation for life as a happy, self-supporting individual ready to participate to the fullest in life as we know it today.

With each passing year life is becoming more complicated and complex in which the best of individuals with all their faculties and superior training and education find it often most difficult to compete. The deaf are just not keeping up with the general population; and, in fact, the educational and occupational gap between the two appears to be destined to grow unless wholesale steps are made to upgrade their education, occupational status and general social well being.

Educational success is not in reality measured by grades of A, B, C, or D; but rather by success in life and in terms of our ability to compete successfully with all comers and in all of our undertakings.

Lunde and Bigman in their study, "Occupational Conditions Among the Deaf" in 1959, show that more than twice the percentage of deaf persons

were employed as craftsmen, foremen and operators than is the case with the general U.S. population.(2) It was noted that among the deaf 17 percent are in white collar jobs and 83 percent in manual jobs. In the total population, the comparable figures are 46.8 percent (white collar) and 53.2 percent (manual) respectively. While this study is ten years old, there has definitely been no significant change. There are a number of other studies, all of which show the deaf are very frequently employed considerably below their basic aptitudes.

Our educational programs for the deaf, by and large, are not succeeding. The test performance of deaf students at all grade levels is disappointing and low. Despite sincere and determined efforts by students and teachers alike the achievement of most deaf students remains markedly inferior to that of normal hearing students.

Referring to what is commonly called the Babbidge Report (1963-64), the range and median, by age, of academic achievement on the Stanford Achievement Test taken by 920 students who left public residential schools during the 1963-64 school year, at no age was the median grade average as high as the seventh grade despite the fact that the bulk of those included were at least of high school leaving age.(3) The highest points reached were for the group aged 16 through 19, representing the performance of better students who were able to complete the course earlier than others. For the same group, of the 365 receiving academic diplomas, the median achievement level ranges from something less than seventh grade to something less than ninth grade.

According to U.S. Government statistics of the 1,104 students of sixteen years or more of age, who for one reason or another left schools for the deaf in 1961-62, the 501 graduates had a grade level range of 3.1 (grade three, one month) to 12.8 (grade twelve, eight months) in school achievement with a mean of 4.7 (grade four, seven months). This indicates that in general the deaf population is between four and seven years retarded educationally. See the following tabulation:(4)

			Grade equivalent of Achievement Test Scores		
	No.	Age Range	Range	Median	Mean
Graduates	501	16 to 23.0	3.1 to 12.8	8.1	7.9
Non-graduates	603	16 to 23.7	9.0 to 10.5	4.7	4.7

This indicates that the education of the deaf leaves a substantial gap between attainment of deaf children completing or ending their high school education and those of normal hearing children. I may add that there are great numbers of deaf students who do not reach school for the deaf high school classes and who leave school with third and fourth grade achievement levels as measured by the Stanford Achievement Tests.

Some of the reasons why the learning process is so much more difficult for deaf children than for those with normal hearing will be discussed. The disparity of achievement can not be calmly accepted with the conclusion that nothing can be done about it.

About sixteen years ago in my own school, we agreed upon minimum achievement levels or scores to be reached on the Stanford Achievement Test by all students receiving a high school diploma. The requirement called for a minimum score of 5.0 in reading (fifth grade) and a minimum total average scores of 7.0 (seventh grade). These were not to be goal marks but absolute minimum requirements in addition to the required number of high school credits. We had expected in a few years to be able to

raise these minimum scores. After sixteen years, we have not been able to do so. It was of more than passing interest to me to read in an article appearing in the Reader's Digest several months ago that the State of California was the first state in the Union to establish a requirement that all students receiving a high school diploma in the public schools of that state must have an achievement test average of 8.0 or at least eighth grade level. In a sense, I have to think maybe we are ahead of our times.

In this same period of time just mentioned or for perhaps the last twenty years, we have seen a steady and almost rapid drop in the number of adventiously deaf students entering our programs for the deaf. During the last five or six years, very few cases of adventiously deaf children are enrolling or coming to our attention. Modern medical advances have reduced the numbers of these cases from a level approaching 50 per cent of the students in a school for the deaf twenty to twenty-five years ago. The absence of the adventiously deaf have made a difference in many ways in our educational programs.

On the other hand, we have seen a great up-swing in the number and percentage of multiply handicapped children coming into our educational programs. Most of these cases compound the educational challenge we already face. In many of our schools provisions must be made for these children, and more severe cases demand that special classes be established for these children.

Forces at work to improve and upgrade our educational programs for the deaf are numerous. I would like to repeat at this point that I honestly believe that most schools, their administrators and teachers are sincere in their effort to do a good job of educating and upgrading the education of the deaf. However, in my field of work there seems to be an unspoken and often unmentioned sense of fear to "rock the boat" or do anything that is counter to what is traditionally accepted. The attitude is often one of letting George lead the way down the path that angels apparently fear to tread. Don't dare to anything in our teacher training programs that was not the accepted thing in the old days. You can't install any new procedure or innovation in teaching in the classroom without a healthy resistance to change.

Agencies outside our schools that have helped in improving the quality of teaching that we can offer in our educational programs for the deaf are:

1. Social & Rehabilitation Service (Vocational Rehabilitation Administration). This agency has long taken the lead in demanding and assisting our educational programs to upgrade themselves. It has provided a driving force that has reached all programs for the deaf and has touched on the life of every deaf person, student or adult.
2. U.S. OFfice of Education. This agency has contributed to our educational programs for the deaf; sponsoring the Captioned Films for the Deaf, sponsoring teacher training programs, and sponsoring research and special programs or studies.

There are others, but I think that the mention of these two will serve our purpose in this instance.

The Number One problem for all of us, deaf and normal hearing people alike, is for us to unite in a common and truthful understanding of what deafness is and what all of the implications of deafness imply. It is not truthful to say the deaf are "different." Deafness is a disability which interferes with the smooth, easy flow of ideas between people. It also affects the intake of information by the individual and presents to the deafened person other problems which are unknown to those who are unfamiliar with the world of the deaf. That is it can and does create emotional problems for the individuals it strikes. It is difficult for the deaf person to describe all of the feelings that he has about his deafness. His failure to relate and to communicate freely with all people (one of the most important things in life) is the crux of his problem.

When parents, teachers, school administrators and all others dealing with the deaf come to a common agreement and a common understanding of deafness, and relate this understanding to the individual child, we will then be well on our path toward upgrading our educational programs. Among these understandings must be a realization that the deaf child is a human counterpart to his normal hearing brother. His ability to communicate and his ability to learn must start at a time comparable to that of a normal hearing child (meaning at age of 9 to 12 months at least). There must be adults and children with whom our little deaf child can carry on his communication. This communication must be free, satisfying, understood and educational. The language of signs seems to provide the most ready means of communicating in most cases, as many of us find we can communicate with babies as young as six and seven months of age in a limited fashion. At twelve to fifteen months a reasonably good two way conversation can be carried. At twenty four to thirty months the flow of conversation is amazing and a start can be made on language as such. If hearing is present, use of both hearing and perhaps some speech can be instituted as a supplement.

It is these observations that have led toward the trend of starting pre-schools for the deaf. In New Mexico we now have six pre-schools spread over the state. The purpose of these pre-schools is to start the educational and communicational processes at the youngest possible age. Most of all this program has as its main goal that of helping the parents and family accept their deaf child for what he is and help make him an equal functioning part of all family life. The ingenious parent can even set up the whole neighborhood to accept and include the deaf child in fun, play and conversation. The idea of pre-schools is growing and should be a going and accepted process in most parts of the country in years just ahead. The pre-schools are giving our schools both a different child and a family with a different attitude. Fear of the sign language and the use of fingerspelling with young children is not justified as many experienced parents and family members will tell you. The old adage of waiting until a child is ten or fifteen years of age to start the use of manual communication is bunk.

Another new trend that has started to spread in both our residential schools and many of our day schools is the use of fingerspelling as an adjunct to all other means of communication both in and out of the classroom. This does not rule out speech and lipreading or the use of hearing aids, but is used as a visual language for the child to see and use along with other forms of communication. Fingerspelling provides complete and full sentences and serves to fill in where lipreading or the spoken word fails to be understood. More and more schools are accepting finger-

spelling as a part of their means of communicating with deaf children in the classroom at all levels. This is still not widespread in usage, but is tending to grow and spread quite rapidly. There is much to be said and gained through the use of fingerspelling, but it is not the answer for all things for all children.

One of the newer and accepted plans in several schools is known as the "Total Education Program". This appraoch throughout an educational program was started only a few years ago at the Maryland School for the Deaf. It has already been accepted and is being used or will be used by a number of other schools for the deaf. By the total educational program, we mean the right of a deaf child to develop in all ways possible. All forms of communication are used to develop language to a high degree. Students are encouraged to develop speech, speech reading ability, reading and writing of the English language, and at all times employ amplification if the child can benefit from amplified sound. Other visual cues are used in developing the educational program, which include gestures, fingerspelling and the language of signs for understanding. In a sense this refers to prescriptive education for each child with the premium placed on the acquisition of an education through whatever and all methods or procedures necessary to master use and understanding of the English language and to gain skill in its use.

The use of "programmed learning" is another movement to improve instruction and challenge the individual deaf child. Development of these programs and instruction in their use is coming about mainly through the interest of Captioned Films for the Deaf. Programs to help the teacher use this material are being offered through various Regional Media Centers, particularly Southwest Regional Media Center at New Mexico State University. Also, Project Life is developing materials in programmed learning. This seems quite promising as an aid to stimulating interest and developing challenges for at least some of the children in our educational programs for the deaf.

Motivation to learn is something that we have not found an answer for among many of our students in education programs for the deaf. Many children are definitely highly motivated and this may be said to be true for both smart and slow learning students. On the other hand, many highly capable and highly endowed students apparently have little or no drive at all. How all students can be instilled with a strong and challenging desire to learn is something that educators must learn.

One of the most intriguing developments of the moment is the opening of the Model Secondary School for the Deaf (MSSD) in Washington, D.C. The population of many of our schools for the deaf has in all honesty not made either quality or quantity secondary education available to many of the students enrolled. MSSD will make an attempt to meet the inadequacies and gaps in our educational programs that have been mentioned in this paper. An inadequate education adds another handicap to be surmounted by the deaf. MSSD will serve several of the states in the area surrounding Washington, D.C. and if successful, it may be expected that other such programs will follow in other areas. The attempt will be made to prepare more students for college level work. Only eight percent of any age group of deaf students is now admitted to college. This compares to fifty four percent of the general hearing population. MSSD will draw its students from the District of Columbia, Virginia, Maryland, West Virginia, Delaware and Pennsylvania. Procedures used at MSSD will be much different

than we have known them. Learning and teaching are to take the forms of tutorial and independent study, small group projects and activities and large group interaction. MSSD will be an open laboratory scnool. This is an endeavor worth watching and one in which we can place great hope.

The best possible education is the right of every child and the responsibility of every parent, teacher and administrator. In keeping with the individual child's ability we can now offer hope for Gallaudet College, National Technical Institute for the Deaf, San Fernando Valley State College or our Regional Junior College programs.

The gaps are destined to close if we as deaf persons, parents and educators can all meet the challenge of helping the deaf child have a full life of communication, education and general well-rounded development. His problems will be greatly minimized and his promise for the future will be much brighter.

In conclusion, we may say that to achieve these ends and goals, we must have:

1. A complete and new understanding of what deafness and all of its ramifications imply upon the education and communication ability of the deaf child and adult.
2. Acceptance of the deaf child in the very early days of his life with ample communication and social activity to carry the deaf child through life with experiences in communication, thought and learning, and social acceptance approaching that experienced by normal hearing children.
3. Acceptance and understanding of the deaf child not only by family members, but also by educators and teachers and all others who have contacts with the deaf child.
4. An understanding that communication and education is an around the clock and throughout the year operation for the deaf child just as it is for his normal hearing counterpart. The laws of learning apply equally to the deaf child with the first seven to eight years being the best of any child's life.
5. Acceptance by the deaf child and the deaf adult that his handicap is a great one which he must work to overcome. There must also be acceptance of the fact that he can not isolate himself in a world for the deaf. As distasteful as it may be, as a deaf person he must get out and forge a path of acceptance for himself and his kind among his normal hearing peers.
6. Acceptance by the deaf child and the deaf adult of the importance of an education at the highest level he can attain.
7. Acceptance by the deaf population as a whole that education is a continuing process that goes on all through life and a need for a willingness to continue his opportunities to learn and develop new understandings through out his life time.

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THE DEAF AS A MINORITY GROUP

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Within the last few years it has become increasingly popular to refer to many groups as minority groups--the balck population, Mexican-Americans, and Indians are popularly and accurately referred to as minority entities. Popularity of the term has spread to include the deaf, handicapped people in general and many other small segments of our country's population. Often the reference to a minority group is incorrect. Just being few in number is not enough for minority status. Classifying deaf people as members of a minority group, however, is much more proper and correct than calling them disabled. A careful examination of the basis for considering the deaf a minority group shows how appropriate the term is.

In order to qualify sociologically as a minority group in the United States three criteria must be met:

(1) The population entity can be identified by the characteristic of either race or religion or language currently used or national origin.
(2) Members of the group are objects of prejudice and discrimination from dominant groups.
(3) These members of the group consider themselves a minority.[1]

If we consider the characteristics of race, religion, language currently in use, and country of origin, the one which can identify the deaf as a minority group is that of the preferred language used in communication. This language is of course not English but the language of Signs. Because it provides the means for easy expression and for rapid and accurate communication, the American Sign Language assumes the role of a native language for deaf people in this country. In 1963 a demographic survey of the deaf population in the Washington, D.C. area was undertaken. A Majority of deaf people interviewed for this research stated that they preferred to use manual communication whenever they were with anyone who also knew the language.[2] Earlier surveys had also shown that sign language was the language of choice for even most above-average deaf adults.

Before we discuss possible discrimination against the deaf, a definition of this term is essential. Discrimination against the deaf means treating a person negatively primarily because he is deaf. This action can be by formal or informal restrictions or can be a matter of attitude. Discriminatory practices are divided into economic, legal, political and social categories, depending upon the major impact of the particular negative action. Social practices are those focusing on the interaction of the individual and society and his resulting status. Legal practices are ones having a position connected with laws or the interpretation of laws. Political practices are those concerned with matters of governing or policy-making. Finally, economic practices are ones which can or do affect finances or the development of resources.

In order to focus on the contemporary minority group status of deaf people, examples of discrimination are presented for the ten year period, 1958-1968. This time period was chosen chiefly because during this decade there was a clear

increase of generalized interest in deafness. Added to this was a more consistent interest in deaf adults. Perhaps the same problems continued to exist for the deaf citizenry, but to a greater extent than in any previous time the non-deaf population became aware of them.

During the 1958-1968 decade large amounts of money were made available, mostly federal appropriations,for efforts to solve the problems peculiar to deafness and the deaf. Not all of the money would appear to have been used well. In an editorial judging the impact of programs during this period, Jess Smith commended some of the teacher training programs and those few communities who provided services to deaf citizens. Captioned Fi l ms for the Deaf, along with the Registry of Interpreters for the Deaf and an upsurge of interest in manual communication, were endorsed as having a positive effect. On the other hand, Smith felt that the basic educational problems still remained, that sound approaches to the education of the deaf at all levels had not been developed.[3]

One of the most significant contributions to the improved welfare and status of the deaf during the decade was the growing recognition of the American Sign Language as a bona fide language. The American Sign Language was shown to meet the linguistic standards for a language[4] and gradually gained a more positive and general acceptance.

The examples of inequities in treatment based primarily on the factor of deafness are presented separately for social, legal, political and economic classifications. Each incident cited represents a number of similar examples of discriminatory action during the 1958-1968 period under examination.

Social Practices

Generalized and unverified negative comments about the deaf either in speech or in print occurred during this time as in the past. However, the opinions and statements became fewer and less extravagantly phrased. The change was probably due more to what was considered proper form for public expression of opinion than to factors specific to the deaf.

Advertisements of hearing aid companies continued to mislead the general public in two ways: (1) the idea that a hearing aid could benefit all with a hearing loss and (2) a lack of distinction between the deaf and the hard of hearing. In 1958 Kenner registered a complaint with the Beltone Hearing Aid Company following their ad caption, "Don't Be Deaf," which appeared in the New York Times then. He protested the needless confusion, since these aids benefit the hard of hearing only. As an analogy he coined a slogan for opticians, "Don't be blind, use our spectacles." [5] As a discouraging sequel, eleven years later the same type of misleading advertisement was continuing to appear. On Sunday, June 1, 1969, one entire magazine size page in a major daily newspaper was used to solicit customers for the Beltone Electronics Corporation and more specificially for the Belton Presto hearing aid. The lead for the advertisement was "Don't be Deaf," followed by an acknowledgement in much smaller type that the hearing aid was appropriate only for those with a mild hearing loss.[6]

In 1962 were published the results of a study which surveyed the concepts about deafness and the attitudes of hearing people towards deaf people. There were three groups surveyed--children in primary grades, children in upper elementary grades, and an adult group composed almost equally of college students and adults belonging to a local Parent Teacher Association. Results identified one area of great confusion and ignorance, that concerning the use of hearing aids. College students and adults said persons wearing a hearing aid could hear. The tendency was to believe that an aid provides normal hearing or at least permits the "deaf" person using it to function as well as the hearing person and in the same way.[7]

The root of many of the problems of the deaf could still be found in the old but persistent belief that a limitation in general ability accompanied deafness. In 1959, Pettingill commented:

> A popular misconception about the deaf is that those who are unable to speak or read lips are mentally deficient. This certainly is not so. The deaf have nimble minds and quick wits . . .

A not unusual example of this supposition was illustrated by an anecdote told by a deaf man who saw a car stalled on a freeway outside of Los Angeles and stopped to help the woman driver. When he wrote on a pad that he was deaf, she said she doubted if he could help because of his handicap. The problem was a flat tire, which he convinced her he was able to change. The woman was curious and asked questions about his education, occupation, and so on. When she learned he was a printer she was amazed and told him she couldn't understand how he could do that kind of work without being able to hear orders.[9] It would seem apparent that the lady in question had had very few if any encounters with deaf people.

The same evaluative framework, though with more punitive consequences was also noted in 1959. In the book, Questions and Answers on Real Estate, an objectionable reference to the deaf was discovered. Deaf people were listed in the section captioned "Insane Persons," from which it could be inferred that the deaf were not capable of being a party to a real estate transaction.[10] A business man in East Hartford, Connecticut, together with some deaf friends, went to see the State Insurance Commissioner who wrote to the author. Semenow promised to correct this error in the next published edition; in the meantime, the book was banned in Connecticut.[11]

Because of the credence still given in some circles to the idea that the deaf were inferior, Vernon carefully evaluated fifty independtly conducted investigations on intelligence of deaf and hard of hearing children. He reported in 1968 that there was "no causal relationship between hearing loss and IQ."[12] He analyzed and explained popular opinion as follows:

> ...The lay public and the professional's occasional association of hearing loss with "dumbness" or with stupidity is without basis in fact. It rests either upon the age-old fallacy of assuming the lack of speech to be related to the absence of advanced cognitive process or the equally invalid assumption that the difficulties deaf and hard of hearing people often experience with written language reflect their intelligence instead of simply reflecting their lack of having had full opportunity to learn language through hearing...13

The following generalization by a physician in 1960, in referring to a deafened person was damaging to the deaf as a group:

> Margaret Sullavan, the actress, who died last January, was secretly fighting deafness. Dr. Julius Lampert, who had been treating her, said that off stage she had shown "the typical behavior pattern of the deaf; moody, nervous, and tended to shun society." This is understandable in Miss Sullavan's case as deafness affected her deeply, coming during the height of her stage career. But can such symptoms be ascribed to the deaf as a class? 14

One of the more disturbing statistics to result in 1963 from the New York State survey was that "in only twelve percent of hearing families with a deaf child, does anyone other than the child learn to use manual communication.15 The tremendous contemporary emphasis on the importance

of communication, and particularly that between parent and child, had evidently not become an integral part of the philosophy about deafness as implemented by hearing persons.

Farber several years earlier had spoken of the larger number of personality and adjustment problems among those deaf individuals who have been pressured into associating only with hearing people by their parents. Whether the parents were affronted by deafness and tried to cover up by having the deaf person function as if he could hear or whether they wanted to do what was best for the child and had by chance been given this advice, these deaf children early learned that deafness was a mark of degradation and must be hidden in order to retain the parents' affection and esteem. 16

Even deaf people themselves would seem to be guilty of negative generalizations about the deaf. It was reported in the New York State study, published in 1963, that a substantial number of those interviewed--45 percent--preferred being the only deaf person in a work unit. This, of course, was in direct contrast with social activity preference. For almost one-half of this group, the reasons given included concepts that other deaf workers were inferior or lazy and thus would create a poor image of deaf people to the employer or else would restrict the respondent's interaction with and acceptance by the hearing members of the work group.

> Although these feelings may have been partly justifiable, they would seem to indicate that the deaf themselves were not free of the prejudicial stereotypes usually attributed to the hearing. Apart from any realistic limitations, their self-esteem and concepts of self, as in other minority groups, tend to be lowered by society's attitudes. 17

From the same study Kallmann commented that community attitudes arose from a glaring lack of understanding of what early total deafness means plus an excessive defensiveness of the average person towards deafness and its problems. An ostracizing effect resulted. Kallmann labeled the prevailing attitude as public indifference. 18

The deaf continued to be excluded from some areas of full religious participation. There were, for example, still no deaf Roman Catholic priests in the United States. Bigman, in his survey of 1,857 colleges and universities to discover the number of deaf students in each, was told by one school, "cannot accept such students for the priesthood of the Roman Catholic church."

In the 1964 study of the interaction of deaf and hearing persons in Frederick County, Maryland, an assessment was made of the way in which the religious needs of the deaf were being met. Since Frederick is a fairly small city and also the site of the state school for the deaf, more than usual awareness of the deaf could have been expected. It was found, however, that over 80 percent of the ministers and priests were not aware of the existence of the deaf, even though they often knew other family members. Also, none of the ministers or priests interviewed knew of a deaf person belonging to any church sponsored organization. Furfey and Harte concluded:

> It may be assumed that deaf people have the same religious needs as the hearing. Yet these needs are not being met for most deaf adults by the local clergy in the Frederick community....most clerics simply do not know that the deaf exist...20

An attitude survey of fifty people living in a small town with little or no contact with the deaf was conducted by Lestina in 1965 to assess the reaction to the deaf. Items pertinent to the deaf in the questionnaire elicited responses such as (1) 56 percent thought deaf people should not drive automobiles, (2) 58 percent considered that deaf persons were not usually psychologically well-adjusted, (3) 74 percent felt sorry for the deaf, and (4) 84 percent thought the deaf prefer to associate with hearing people rather than with other deaf persons. 21 Although these results were based on a small sample, the possibility that they were not atypical provided room for thought.

Lestina had hypothesized that attitudes towards deaf people would become more favorable as the level of education increased. However, her randomized sample of fifty people showed the reverse to be true. The difference between those with a high school education or less and those with education at the college level was a clear one, those with college experience having the less favorable attitude. 22 Remarks by a deaf person served to confirm subjectively this unanticipated result obtained by Lestina. The individual in questinon had indicated that bona fide discrimination had not been his lot, perhaps because he had not lost his hearing until age twelve and had been able to retain a fair speaking voice. He continued,

> It has been my experience, though, that the higher the educational level of those I have to deal with, the less likely they are to be friendly and tolerant of my handicap. . . as always, there have been exceptions.[23]

The question of acceptance has always been one of primary importance. Rainer related the feelings of a deaf boy through dream interpretation as being characteristic of the deaf person in a family that never really bothered to include him, a fairly typical, if often somewhat unintentional, situation. The boy's experiences within the home had taught him to see himself as stupid even though he was not. 24

Some of the more frequent negative stereotypy of the deaf by many people included such terms as odd, retarded, uneducable, according to Craig and Silver. Such labeling caused even the most highly qualified deaf person seeking a job to have difficulties at times. 25

A handsome apology was offered by Steincrohn in his medical advice column of June 28, 1966, in an attempt to amend a negative impression he had created about the deaf. He quoted from a recent and previous column of his:

> Remember that the man in the car approaching you, or coming at you from a side street may be blind, deaf, psychotic, in a temper tantrum, or in scores of ways incapacitated and unfit to be behind the wheel of a car.[26]

Immediately after that he said, "I accused the deaf. . .not in derogation but by associating them with unfit characters." 27 He then, after further apology printed two letters from deaf drivers which presented the case excellently for the deaf driver as a competent and safe operator of an automobile.

One deaf couple, both Gallaudet graduates, applied to a county adoption agency for a child. They met all the preliminary requirements in 1967 but were told that they would not be considered for a baby on the grounds that a hearing child as he grew up would be ashamed of them. This in-

cident, also recounted to the investigator by the couple themselves, was described by the minister who was serving as interpreter for the couple at the time. 28

In assessing the behavior of deaf people in American society, Furth found the method of coping adopted by the deaf to be rather reasonable, all told:

> In a way, the average deaf adult has more than overcome his handicap. Conscious of the fact that he had little communication with the hearing world, he does not seek it. He is fairly content within his society and he feels that we can offer him not much more than a well-paying job. If this attidude strikes us as somewhat odd, we should remember that he is "paying us back with the same coin." When he was a child, we said to him, "Learn our language and we will treat you as one of us." Now he tells us, "Learn our way of life if you want to understand us. For the rest, we are not much interested in you." Communication in the full sense of the term . . . can be established only when we stop making language the highest standard by which a deaf person is measured. 29

Legal Practices

Events of significance legally to the deaf between 1958 and 1968 continued much as an extension to the end of the previous time. The largest single area of concern was that of driving rights.

General legal restrictions. A deaf tailor from Poland was not admitted to the United States when he came over to join his successful hearing brother who had come some years earlier. The deaf man, who had worked at his trade for twenty-three years, was told by the immigration officer that anyone who was deaf was unable to earn a living in the United States. Through no fault of his own the deaf man subsequently failed the reading test (he could read Hebrew but was given the test in Yiddish). An attorney appealed to the Secretary of Labor, who upheld the deportation order on the basis of deafness. Next the Federal District Court concurred. The decision to deport the man in question was finally reversed by the United States Court of Appeals. 30

An area with potential for injustice is that of a negligence action when the deaf litigant actually has to go to court, warned LaCrosse, The factor of deafness raises a question in the thinking of some judges and juries. A deaf plaintiff can have his case dismissed on the grounds that his deafness constitutes contributory negligence.

> It has happened in the past and is happening frequently today that a Judge who has a predetermined idea of the handicap of deafness will hand down an opinion deciding that the deaf man cannot recover in an accident because of the mere fact that he is deaf. . .31

The individual deaf person who has run afoul of the law often has not been afforded the same protection of his legal rights as the hearing person. A sampling of two such cases, both from the same geographical area, was provided in order to demonstrate something of the problem as viewed by the attorney at law who supplied the information. In 1965 a deaf girl from Germany who was fond of Schnapps invited three soldiers to her apartment to share some. A noisy altercation ensued after her

television set was accidently broken and the landlord called the police. As for the deaf girl, who was presumably at most only disturbing the peace:

> She ends up in an acute mental ward, chained to the bed by both legs and one arm. I find that the doctors never considered the possibility of deafness at all and gave her no opportunity to communicate--no pencils or papers are allowed, and no one would read messages anyway. She would be there forever unless someone took steps to get her out. I tell the doctor, "She is a deaf-mute." He releases her immediately, saying, "Sorry about it." Girl says, "They are not fair to the deaf." I think she's right about that. 32

In describing another case, the attorney stated:

> A deaf-mute was arrested for strong-arm robbery (he picked a policeman decoy). At the criminal court (in 1966) he was alone and silent. Without considering the possibility of deafness, they sent him to a mental hospital. He was there six months. Eventually they got an interpreter, discovered he was mentally normal, and sent him back to criminal court for a trial. . .I would say (from my observations) that this court was careless about protecting the rights of those who might be handicapped or sick. That carelessness was a form of discrimination, was it not?

Undoubtedly there has been many situations involving prospective adoptions by deaf parents in which decisions adverse to the deaf were made at a level where it was not feasible to seek redress in court. However, in June 1966, a Los Angeles judge ruled that a deaf couple could not be permitted to adopt a child because their deafness precluded a normal home for the boy. 34 The nine-month-old baby, a hearing child, had been in the Christensen home as a foster child since he was a month old. In addition, the Christensens had been successfully raising an older girl. The decision was appealed, and the local and national forces were marshalled to support the Christensens. The National Association of the Deaf established a legal fund to assist in defraying the considerable expense involved. Solicitations for contributions to the Christensen Legal Fund employed the slogan "The Child You Save May Be Your Own." 35 Data were collected showing that many children of deaf parents have been more than usually successful. J. Edgar Hoover, for one, was raised by deaf parents, as was Judge Homer Thornberry of Texas, Lyndon Johnson's one-time choice for a seat on the United States Supreme Court. There was ample information gathered to show that homes of deaf people offer no real handicap for hearing children.

The decision regarding adoption was reversed by the District Court of Appeals May 1967. Lawrence, attorney for the Christensens, in discussing the case said:

> I knew the first trial judge was in error, and was gratified at the ultimate opinion by the District Court of Appeals, which found that the judge was biased and prejudiced, abused his discretion, acted beyond the jurisdiction of the State, and violated the United States Constitutional provisions of due process and the equal protection clauses, which guarantee that there can be no discrimination because of physical handicap. 36

The original judge, A.A. Scott, appealed this ruling of the District Court of Appeals to the California Supreme Court. By unanimous vote, the California Supreme Court upheld the Appellate Court and refused to grant Judge Scott a hearing. It was therefore a two-year-old boy, rather than a nine-month-old boy, whom the Christensens received formal permission to adopt in September 1967. 37

An Indiana case, which was still not resolved to any satisfactory degree in the first part of 1969, could properly be called an anachronism. There was a strong resemblance to one of the operational procedures of sixteenth centruy English courts. Here a young deaf Negro man who originally came from Mississippi was accused of two mid 1967 purse grabbings. The deaf man, Jackson, had never attended school and thus did not know the American Sign Language or how to speak. After he was arraigned on the charges, he was committed to a state mental hospital by the judge. This came about because two Indianapolis psychiatrists who were not experienced in working with the deaf testified that he was mentally retarded and unable to aid in his own defense. The psychiatrists had been unable to establish communication. Those who know Jackson did not agree. He was learning to communicate in the sign language at the time he was accused of the crime. In addition, he

> . . .was a responsible employee of an auto parts firm where he was a dock worker, was married, and was purchasing a home via a FHA loan. According to John Olson, supervising teacher at the Indianapolis School for the Deaf, Theon (Jackson) "vehemently denied" the robberies. 38

A committee of concerned citizens had banded together to try to help Jackson, who had then been in the mental institution for a year and a half. If at a deposition hearing communication with him could be demonstrated, the case was to be reopened. The judge under whose court order Jackson had been institutionalized was admittedly unhappy over the situation. Indiana law had placed him in a quandary. There were only two choices open to the judge:

> . . .to allow Jackson to go on trial unable to defend himself or to have him committed until he is able to have sufficient training to understand the charges against him. However, the state has no program for such training and, sadly enough, none appears in the offing. 39

Here has been an indefinite incarceration of a young deaf man who had only been accused of a crime, not convicted of it. Features of this problem in the twentieth century call to mind the sixteenth century viva voce requirement for responding to an arraignment, with an indefinite prison stay as the consequence for one who could not speak.

One of the perennial problems has been that provision of interpreters for deaf people in legal situations has been neither universal nor automatic. Often the deaf person has needed to be sophisticated enough to know to ask for an interpreter in order to be given one. Just as important, if not more so, for the deaf person is the assistance of an interpreter in the pre-trial proceedings. By the time a case comes to trial the deaf person may have through misunderstanding and bewilderment damaged his position seriously. Jones discussed in 1967 the constitutional right of a deaf person to have a qualified interpreter for both

civil and criminal court action:

> Recent Supreme Court decisions in the Escobedo vs. Illinois case and the Miranda vs. Arizona case establish that persons apprehended by the police must have the benefit of counsel and full knowledge of their legal rights. What about the deaf person who goes through criminal court proceedings without benefit of an interpreter or with a court-appointed interpreter whose qualification for service has not been verified or challenged? Are the constitutional rights of an individual protected in this situation? Judge Joseph Pernick of Detroit recently completed a survey of laws relating to the deaf in fifty states. His survey revealed that providing an interpreter for a deaf person is discretionary with the court in forty-nine states,. . .40

Another constitutional right of deaf persons which may require court action to acquire and maintain, as itemized by Jones was,

> The right of deaf persons to study the Language of Signs in state supported schools. Deaf persons are one of the few minority groups in America who have been denied the right to study formally their own language. 41

The deaf automobile driver. The year 1959 saw an upsurge in attempts to restrict the rights of the deaf driver. Burnes considered that the difficulties had stemmed to some extent from a March 1959, news release from a California public relations firm hired by a hearing aid manufacturer. Burnes quoted from the release:

> Leading audiologists are presently initiating campaigns to force state motor vehicle bureaus to require all applicants for driver's licenses to submit to hearing tests. . . If these measures become nationally enacted into law, hearing aids will have to be worn as a precaution against increased highway accidents. 42

As an example of adverse incidents involving deaf drivers, he mentioned the very recent revocation of the license of a deaf driver in Omaha, Nebraska by a judge there. This deaf driver had been involved in a minor accident. The judge also stated at that time that he would revoke the license of any deaf driver who appeared before him.

Very similar to the situation just described was the report of an Associated Press item about a traffic court judge in Louisville, Kentucky, who remarked that "a deaf person should not be eligible for a driver's license." 44

A heartening contradiction to the opinions of the two judges was an article, somewhat misleadingly named, which appeared in the Milwaukee Journal, November 26, 1958. Titled "Deaf Man, Blind in One Eye, Called Safest Driver," it was a report of a symposium on visual acuity and hearing requirements related to automobile accidents, which was sponsored by the Milwaukee Oto-Ophthalmic Society. One speaker, Dr. Fox, stated that 97 percent of information needed for driving came from the eyes and that deaf drivers had only one-fourth as many accidents. "You don't need hearing ability to drive safely and well," he said. "All drivers

would do well to emulate the deaf driver, who is more alert, cautious, and obeys traffic laws." 45

As of 1964, Myers summed up the driving situation for the deaf in the United States:

> The laws in Maryland, Nebraska, Ohio and Pennsylvania specifically provide for the issuance of restricted licenses for deaf drivers. In many other states where the law does not specifically cover this, such restricted licenses are issued to deaf persons by administrative authorities under their general powers.[46]

From the point of view of the deaf driver, the fact that Chicago police cars had no sirens for several years was most interesting. Police officials stated that the sirens were removed because with the sirens, the police were becoming careless in their driving. There had been many accidents involving police cars depending too much on the siren as they went through red lights. Sirens were put back on police cars early in 1961. Shortly thereafter a deaf driver was involved in an accident with one. Relatives of the policeman who was killed persuaded a member of the Illinois legislature to introduce a bill to stop deaf people from driving. Thus, House Bill No. 85, before the 72nd Illinois General Assembly, "was introduced to stop a whole group of people from driving on the basis of one isolated case." 47 Due to a great deal of organized effort on the part of the deaf in the Chicago area, plus support from the superintendent of the Illinois School for the Deaf, the bill was killed in committee. Commented Myers, "The thing that killed this bill was knowledge. Once the members of the legislature understood the facts, there was no further problem." 48

Myers, a chicago attorney who played a leading role in the action against Illinois House Bill 85, reported a similar bill (A.B. 972) introduced in the Wisconsin Legislature in 1967. The object of the bill was to establish a minimum level of hearing acceptable for those who drove automobiles. The deaf would have been excluded as drivers by this bill. Again, concerted and swift action in presenting legislators with facts about the deaf driver resulted in the bill's dying in committee.

The greater Hartford, Connecticut, area was the scene, as reported early in 1967 of yet another sceptical judge. A deaf driver, who had forgotten to mail in his license renewal fee, came before the judge, who had never seen a deaf driver before,

> . . .(which in itself might show that deaf drivers seldom get into trouble). He felt that the motor vehicle inspector involved had made a serious error in licensing anyone unable to hear an auto horn or emergency siren. He proposed to recommend a law to stop the licensing of deaf drivers in Connecticut.[50]

A Hartford attorney, assisted by a number of deaf friends and acquaintances, prepared a brief in order that the judge might inform himself. After a study of the statistics, the judge no longer thought deaf drivers should be banned. In fact, he wrote the attorney that "the deaf are not only competent to operate motor vehicles in this state, but are in fact the possessors of superlative driving records." 51

Political Practices

The principal political inequity continued to be the same during the 1958-1968 period as it had for prior years. This was lack of re-

presentation by the deaf on the policy-making committees of boards of public or private agencies or organizations concerned with the deaf.

It has been relatively rare to find the deaf person's active participation in politics a matter of record. For one reason, deaf citizens have not represented a large enough block of votes to warrant attention as a group from candidates. One couple who did participate in the political process found the experience anything but a positive one. Urged to activate an interest in politics, the deaf couple attended a local precinct convention by invitation of a former mayor of their city. They were chosen to go to the county Democratic convention as delegates, along with two others, and were instructed to cast all the votes as a unit for a certain representative to the state convention. At the county convention the other two delegates wanted to vote for a different candidate

> . . .when it came to our precinct's vote they therefore complained that our deafness should disqualify us. So with thousands of eyes upon us we convinced the voting judges that we were for the candidate in question. . . Although our deafness caused us to be questioned, we were declared as valid delegates. But I wouldn't want to go through it again.

In a lighter vein was the report of the deaf man who was running for sheriff in a southern state. His campaign cards read, "You have elected many dumb sheriffs in the past. Why not try a deaf one for a change?" 53

A request for information about the governing boards of residential schools for the deaf in the United States was sent to the heads of all such schools in December 1967. Of the thirty-six schools answering the request for information about their governing boards, only the two national facilities for higher education, Gallaudet College and the National Technical Institute for the Deaf, had at the end of 1967 any deaf board members.

In the seventeen schools responsible to a general state board with many functions, it was easy to see the difficulties involved in any attempt to justify a deaf board member on the basis of representing the interests of deaf children, who form a very small portion of the school population. Only four of these seventeen schools reported having even an advisory committee with at least one deaf member to work more specifically with the school for the deaf. 54

Omitting the heads of the two national schools, the one superintendent who had had the experience of having a deaf board member expressed great regret that this man was not reappointed in 1965. . .he was a real powerhouse for me..."55 However, the question of what would be efficient and effective policy regarding deaf board membership also brought the response from another school head, "I would have no objection to a deaf board member if he was better qualified than the hearing persons under consideration. . ."56

A psychologist experienced in research with the deaf commented upon a more significant aspect of the problem of representation:

> Deaf persons are not given positions of leadership or power in agencies that control their fate. For example, the (United States) Office of Education spends millions on the education of the deaf, yet they have no deaf person at the policy-making level in the agency. . .57

Economic Practices

The problems connected with disparate education and employment inequities were the major areas of concern in the 1958-68 decade, just as they had been for many years. The availability of insurance without bias and the provision of community services were also of significance in considering economic discriminatory practices during the period.

Education. In 1958 Fusfeld summarized the results of a survey of secondary education provisions for deaf students in the United States conducted by Scouten, Garretson, and Bird. Of the residential schools polled, approximately 85 percent supplied the desired information. Only about 20 percent of the schools responding provided to their students a regularized opportunity to obtain a high school diploma. Such a course was not seen as routine even in these few schools but was provided to a select group. 58 Two major reasons were given as obstacles to the development of a high school course of study: (1) the small number of high school age students per school,[59] and (2) the need for improving education at the intermediate level to develop student potential.[60]

For the above average deaf person a higher education at colleges or universities open to the general public was shown as likely to be difficult to obtain. Exclusion from an educational facility may be the institution's policy or may be that of the department or instructor. Bigman's 1961 survey of the number of deaf people in colleges and universities elicited some statements about blanket exclusion policies regarding the deaf. One school, for example, replied to the questionnaire, "We have faced this problem only once or twice in many years and have never seen how a fully deaf person could profit by instruction at this school." (a leading law school)61. Another stated- "A physical examination by the prospective student's physician and a check by the college physician eliminate such people as teacher candidates." 62 In relation to the difficulties encountered in obtaining academic preparation to teach, it should be noted that seventy years elapsed from the time Gallaudet College began a teacher training program before a deaf person was permitted to enter it. In speaking of the anticipated awarding of the first Master of Education degree to a deaf person in 1963 this sentiment was expressed:

> For the first time deaf teachers will enter their chosen profession with preparation and status equal to that of hearing students graduating from the Gallaudet College Teacher Training Program. 63

Not unusual in the educational path of the deaf person is the problem of acceptance into a course, particularly at the graduate level where the professor is most often granted the privilege of approving the individual student. One deaf man who had received a Master of Arts degree from a university in the District of Columbia returned to the same institution to work on his doctorate. He was an acceptable candidate; several barriers or peoblems were removed or circumvented in a feasible fashion until he was stymied by a professor of a required course - a seminar. This professor at first refused to have the deaf man in his class, but was overruled by the head of the department. By the time this action had been taken the course was filled for that semester. At the next registration period the same objections arose. Finally, the head of the department suggested that the deaf man change his objective to that of a second and slightly different master's degree and hope to be able in this

way to enter other doctoral seminars. It was not surprising that this capable individual lost his motivation to continue. The supreme irony was that the seminar from which he was barred was one on human relations.[64]

The lack of high school provisions or of vocational training was not limited to the residential school framework. After examining the educational resources carefully in the state of Illinois, Anderson in 1962 reported the extreme paucity of facilities for the deaf after the eighth grade. Beyond that level, with the exception of Chicago Vocational High School and Lane Technical High School, there were no public or private day schools or classes for the deaf. Those students who did continue their education in the public schools needed superior oral ability and were often those who were hard of hearing or were those who had recently lost their hearing. The remaining single resource for vocational education was the Illinois School for the Deaf, with the course of study there being primarily pre-vocational in scope and approach. Anderson proceeded to examine training resources available through the Division of Vocational Rehabilitation in Illinois as well. He found course choice limited, as were the abilities of the instructors to work with deaf students. Anderson summed up secondary education and beyond by "There is no educational opportunity for higher education for the deaf in the state of Illinois--technical or otherwise."[65] The regretable aspect here was that Illinois could not have been considered an unusual or atypical state.

A regional survey in 1964 also demonstrated existing inadequacies in vocational or technical training opportunities. In the New England study on the occupational situation of young deaf adults, Boatner, Stuckless and Moores concluded, "No school for the deaf in New England provides a comprehensive terminal vocational education program for its students." 66 That the lack of available training was a waste of potential was demonstrated by administering the General Aptitude Test Battery of the United States Employment Service to the junior and senior students at the two Connecticut Schools for the deaf. The deaf demonstrated the basic ability to succeed in 753 of the 840 occupations to which General Aptitude Test Battery scores could be related. 67

Adult education was another facet of the educational process for the deaf which remained rather conspicuous by its absence. As an exhaustive and careful compilation of personnel, activities, and organizations of and for the deaf, the annual Directory of Services issue of the American Annals of the Deaf provides perspective as well as desired specifics. With the elimination of the occasional manual communication and lip-reading courses as not being primarily for the deaf population, the directory issue of the Annals in 1967 listed only nine states as having adult education programs for the deaf. The paucity of adult education resources can be emphasized even more with the explanation that only one course at one location qualified a state for inclusion on the list prepared by this writer. For example, the single entry for New York was an English course taught at the Stuyvesant Youth and Adult Center in New York City. Wisconsin had the most geographically extensive adult education for the deaf program with courses in Delavan, Madison, Green Bay and Milwaukee. 68

The Report of the Advisory Committee on the Education of the Deaf to the Secretary of Health, Education and Welfare in 1965 provided a general assessment of education for the deaf with these opening comments:

> American people have no reason to be satisfied with their limited success in educating deaf children. . . Less then half of the deaf needing specialized pre-school instruction are receiving it. The average graduate of a public residential school for the deaf--the closest we have to generally available high schools for the deaf--has an eighth grade education. 69

A much larger percentage of hearing students attended college in 1960 than attended in 1900. The same increase was not found among the deaf. Schein and Bushnaq compared the progress of higher education for the deaf with that for the hearing. Statistics about hearing elementary and high school pupils and the number of students at hearing colleges were procured from the United States Office of Education; the number of deaf elementary and high school pupils was obtained from the annual tabular listing in the American Annals of the Deaf. For the hearing population, the number of college students was 1.42 percent of the elementary and secondary pupils in 1900. By 1960 hearing college students had increased to 9.30 percent of the total elementary and high school population. The same proportional increase did not exist for the deaf. In fact, the percentage of school pupils in attendance at Gallaudet had not really varied in the sixty years--from 1.07 percent in 1900 to 1.46 percent in 1960. Even if allowance was made for deaf students attending hearing colleges as reported in the 1961 Bigman study, the 1960 percentage figure would increase only from 1.46 to 1.76. Schein and Bushnaq pointed out the real dangers involved here:

> The economic and cultural developments now occurring in our society are making a college degree more and more important. Our expanding technology, of which automation is but one symption, is reducing the possibilities for the poorly trained individual to find employment. Yet the breach in the education of the deaf, which was closed one hundred years ago, is once again widening. 70

Employment. In the 1962 Illinois survey of vocational opportunities, Anderson found that trade apprenticeship programs almost without exception required a high school diploma, thus eliminating the deaf youth automatically from consideration for these trades, many of which are well suited for the deaf. The local unions controlled admission to apprenticeships and had, Anderson felt, demonstrated no interest in the deaf worker.

Reluctance to hire the deaf has been noted by placement personnel and those conducting objective surveys. The reactions of the deaf themselves showed awareness of the disinclination to employ a deaf person. Altshuler and Baroff, in the 1963 report of the New York study of a deaf population, state :

> The belief that deafness had deprived them of a job for which they considered themselves qualified was expressed by more than one-half of the office and unskilled factory workers. The advantage of having a trade was apparent. Only one-third of the people with such skills felt deprived of work in their particular field of proficiency. 72

Supporting the perceived attitude of employers about hiring the deaf is an example provided by a professional individual in the Pittsburgh area. She was attempting to place a deaf girl in hospital work, an area which remains in chronic need of reliable employees. The deaf girl was willing to do laundry, dietary, or house cleaning work. The professional telephoned six hospitals and always identified herself and the organization for which she worked, the title of which included the word "deaf." At every one of the six hospitals there were apparently no openings for any of the jobs the girl was willing to take. Personnel at several of the hospitals even volunteered that it was their policy to hire the deaf.

> At the seventh hospital I simply inquired about openings and there were some. Then I said I was from the. . . Hospitals are too much in need of employees for this to have been anything other than discrimination. 73

The skilled worker who was deaf has on occasion found himself aware of the operation of a quota or percentage system for the number of deaf employees. One deaf man, a schoolteacher and part time printer, described a situation he was familiar with:

> I also work in the . . .(newspaper) and I can tell you that discrimination really exists in the composing room, but it is hard to prove. Deaf printers are not taken too kindly when there are "too many." Somehow, the ratio is kept. 74

Boyce Williams, chief of the Communications Disorders Branch, Social and Rehabilitation Services, United States Department of Health, Education and Welfare has stated that most employed deaf people are sharply underemployed. 75 With underemployment lower earnings can be anticipated. A careful and adequately controlled comparison in the Boatner, Stuckless and Moores survey of young New England deaf adults concluded:

> Salaries of male deaf employees fall twenty-two percent below salaries of male hearing employees in the same age range with the deaf siblings. The salaries of female deaf employees fall twenty-five percent below salaries of female hearing employees in the same age range with their deaf siblings. . .Applying the criterion of wage, the occupational status of the deaf must be considered to be low. 76

Another criterion for judging underemployment is the type of employment. In the analysis of education of the deaf submitted to the Secretary of Health, Education and Welfare early in 1965, one of the summary statements was, ". . .five-sixths of our deaf adults work in manual jobs, as contrasted with only one-half of our hearing population." 77

The deaf teacher of the deaf has seemed to remain the object of negative attention for some segment of the public. Sometimes it has been parents' groups such as the California one. Around 1966 this organization proposed a master plan for the development of educational facilities for deaf and hard of hearing children in that state. In outlining the desired structure, specific opposition to deaf teachers was voiced. 78

The California group of parents were establishing their philosophy. It has been implemented, as well. Chicago in 1967 was one area where the ban on employment of a deaf teacher was not just the unwritten rule. Chicago specifically outlawed the hiring of a deaf teacher. 79

Following an objective assessment of the status of the deaf in New York State in 1967, one of the observations made in the chapter on

rehabilitation and industry was that "organized statewide efforts are necessary to eliminate discrimination in hiring and promoting hearing impaired persons." 80 One specific recommendation to overcome a governmental employment hurdle was that the New York State Civil Service amend entrance examination requirements. It was pointed out that some federal entrance examinations had adopted a format using simpler English that proved to be less ambiguous to the deaf applicant. As a result of these changes in federal entrance examinations, which had before not really measured the applicant's capacity to perform adequately in a job but only his ability to pass a test, more people were able to enter the civil service. The same realistic opportunity was suggested for the deaf of New York. 81

Insurance. Attention was focused on the problems of automobile insurance in this decade. One young woman related that she had driven the family car for two years before she became deaf at age seventeen and had continued to do so for about the same length of time afterwards before the insurance agent became aware of her deafness. The agent

> . . .promptly raised the premium on all four automobiles covered by him in our family even though I had never received so much as a parking ticket and drove only one of the cars. My father pointed this out to him, threatened to cancel all of the insurance and switch to another company. The agent did not change his mind and my father did switch. 82

Interested and sympathetic insurance agencies were often faced with unsuccessful attempts to procure standard automobile insurance at reasonable rates for deaf drivers. The inquiries of one agency head to three insurance companies in 1966 produced these reactions: (1) deaf drivers would be insured only under the extra premium assigned risk plan, (2) consideration was being given to insuring a few handicapped people in the future though the deaf were felt to be greater risks than some, (3) an exceptionally stable and reliable deaf person carrying other insurance with the company could be considered for minimum coverage. 83

The sudden cancellation of automobile insurance for no apparent reason except that of deafness has continued to occur. In 1967 a deaf couple appealed to Ethridge, head of the Counseling and Community Services Center for the Deaf in Pittsburgh because of this. The deaf man alone drove; he had had no accidents during his fifteen years driving experience. In this case the insurance was reinstated, perhaps because Ethridge had mentioned bringing the matter to the attention of the committee in the state legislature then investigating issues of discrimination and prejudice. 84

Limitations in the amount of coverage permitted a deaf person were seen in both the life insurance area and that of automobile liability insurance. The following incident illustrates the problem. A deaf man living in a rural area, in his late fifties, had driven for forty three years with no accidents and no traffic violations of any sort. He became aware of the advisability of carrying more than the bare minimum liability coverage required and in 1967 contacted his agent to increase this. The agent wrote the policy but it was returned to the agent by the state office of the insurance company. The man's deafness was given as the reason for denying the increase to the requested level, and his

enviable driving record was not a factor in the decision, seemingly.

One deaf man from Texas commented that often the deaf driver paid more for his insurance than did his hearing peer. However, it was quite possible that the deaf person himself could be unaware of this, simply paying without question the premium assessed him. 86

Reluctance to insure the deaf driver stems from two fears--that the deaf driver may have more accidents and that the deaf driver would present a poor image in the event of a court case. Insurance companies themselves have not collected statistics to support or disprove either of these contentions. Finesilver, a judge in Denver, commented on the subject of liability insurance:

> There is a wide divergence of opinion in the (insurance) industry as to court and jury treatment of deaf drivers in the event of liability litigation. Some experienced insurance executives are of the opinion that bias and prejudice against deaf drivers in litigation is more imagined than real, and that there are no appreciable differences in the amount of court judgments against deaf drivers. It should be emphasized that statistical data and information covering the deaf driver is sparce in the industry. Many companies say they follow underwriting patterns and policies established many years ago. It may well be that many of these policies have no basis in fact or relationship to actual driver records or accident involvements of deaf drivers. 87

A Pittsburgh incident was cited to illustrate the similar difficulties a deaf person may have in obtaining other types of insurance. One deaf couple applied through regular channels for family coverage from Blue Cross. The husband was denied service but the wife was told she could reapply after her baby was born. When someone from the Counseling and Community Services Center called to inquire about the husband's lack of coverage it was explained that Blue Cross policy did not allow releasing reasons for such action. A further question was asked about why the wife could be covered when she is deaf . The person on the phone replied, "Well, we didn't know that. We can't accept her either." 88 It was only because of an inadvertantly candid comment that the reason for denial of insurance coverage was ascertained.

The Community. The availablity of community services, whether public or private, for deaf citizens very often has not been comparable to that offered to the hearing population. The relative lack of resources has certainly worked to the disadvantage of the deaf.

As an attorney, Myers was consulted by a deaf female client. The actual problem emerged as her mental illness, and Myers attempted to obtain help for her. He contacted Chicago social welfare agencies, of which there were quite a few, supported by various charities and by the Community Fund. He was unable to find a single place in the city of Chicago where a deaf person could get adequate treatment for a mental illness. Myers speculated that money available for both the deaf and the hard of hearing had tended to be used on the latter, because agency personnel did not know how to use signs and thus found it easier to work with the hard of hearing. 89

Institutionalization carried its own inequities. The enumeration of deaf patients in state mental hospitals, done on a ward by ward basis by staff members with knowledge both of the sign language and about the deaf was one of the unique features of the study on mental health problems of the deaf done in New York state. Each deaf patient was interviewed, one reason being to verify diagnosis. Altshuler and Rainer in 1963 labeled the diagnosis of psychosis with mental deficiency, which had been given to more than one-fourth of all the deaf patients, as a

> . . "waste basket" classification for deaf persons with poor communication skills who at some time showed signs of emotional disturbance. . . Careful evaluation through all avenues of communication disclosed a breadth of general knowledge and conceptual ability which in several instances made the diagnosis of subnormal intelligence untenable. 90

The Salt Lake Area United Fund referred the Utah Association of the Deaf to the Community Services Council for help in assessing and reducing a perceived problem, that of the provision of services to the deaf as needed. The objective of the Utah Association of the Deaf was to assure an equitable degree of availability of services to the deaf in time of need, in spite of difficulties in communication, as compared to those available to the non-deaf. After investigation, the 1963 conclusions were that services for children or for the hard of hearing were most apt to be those available. No agency in the Salt Lake area

> . . .provided adjustment services. including casework and counseling services for personal, emotional, budgetary, vocational and other needs which result from and can be intensified by a loss of hearing and/or speech. 91

The reason for this was that no agency had a staff person able to communicate with the deaf in the sign language. 92 This situation was the usual, rather than the exceptional, throughout the United States. It was due to the part played by the adult deaf in initiating action that the Salt Lake area developed an awareness of the gap in services and planned to take steps to close it.

One of the recommendations for possible implementation in New York after the survey of the problems of the deaf in 1967 was that training programs should be established in the Correctional Department and Division for Youth for inmates with impaired hearing. This recommendation was made because as of 1967 no youthful offender could be referred to the Division for Youth because oral communication was mandatory for participation. Many of the deaf offenders needed special help and there were no existing programs to rehabilitate them in any state penal facility. 93

Discussion of Discriminatory Practices, 1958 through 1967

American society had developed an awareness of minority groups and had become somewhat more cautious and thoughtful in the overt negative stereotyping of the deaf, among others. Adverse generalizations about the deaf still existed, however. Basic to unfavorable evaluation was a continuing and substantial lack of understanding about the impact of deafness upon life style. There was confusion about the use and value of hearing aids, plus a misconception of the universal feasibility of

speech and speechreading. This led all too frequently to the error of judging the individual deaf person by unrealistic standards. The general public tended to bracket together all degrees of hearing impairment without discerning the real difference between early deafness and a less severe hearing loss.

Social distance between the deaf and the larger society was in evidence. Both groups were more comfortable with minimal interaction. The deaf person had learned that deafness was something to be hidden insofar as possible; the deaf population as a whole usually accepted the evaluation of the dominant group with the resulting lowered self-esteem. Supporting avoidance was society's tendency to shun that which is different or apparently strange. Social distance was found within the family structure as well as in the framework of the community as a whole, frequently caused and reinforced significantly by restricted communication.

That the deaf were often afforded inadequate protection of their constitutional rights was demonstrated during the 1958 through 1967 period. In many instances infringement of rights was not deliberate but with action being based on the automatic assumption that all can hear. Even though interpreters in court for a person whose native language was not English had become routine, the automatic provision was in effect limited to those whose native language was a verbal one. Thus, the deaf person was not able to participate fully and effectively in the various stages of civil or criminal court action.

There continued to be attempts to prohibit or restrict the deaf driver. Often the efforts stemmed both from a negative evaluation of deaf people and from an inaccurate opinion of the role hearing need play in operating a motor vehicle. The problem was also compounded by the lack of distinction between the deaf and the hard of hearing or deafened. Deaf persons, with their longstanding awareness and compensation via the visual mode, could bring positive qualities to the act of driving; these habit patterns were not readily available to the latter two groups, who were used to depending upon imperfect, diminishing, or former hearing.

General political activity, other than voting, rarely found a deaf participant noted nor did there appear much concern about the lack. Consistent with earlier times, however, was the chronic exclusion of the deaf from policy-making roles in educational organizations concerned with the deaf. The attitude remained more that of deciding for the deaf, rather than deciding with the deaf.

From an economic viewpoint, the consequences of educational inferiority were basic during the ten year period. Problems connected with educational apportunity were real and were not eliminated. Making a high school education available to all was central to American educational philosophy; in its implementation the deaf pupil found inequities. Disparities existed at the college, vocational and technical school, and adult education levels. The assets and abilities of the deaf were often not channeled productively nor built upon, resulting in generally lower level jobs and lower earnings. Difficulties were also encountered in securing and remaining in suitable employment. Undereducation contributed to underevaluation and underemployment.

One of the uncertainties of the deaf world was that of obtaining and retaining insurance, particularly automobile insurance. Reluctance to insure the deaf at the standard rates applicable to the general public was based on unverified opinion by insurance companies or their representatives.

The single major factor contributing to a lack of comparable community services for the deaf population was that of language. Communication barriers restricted not only the provision of services but also the awareness that they were needed.

Discriminatory practices remained a factor in the lives of the deaf. There emerged a larger understanding of the implications of disparate behavior towards the deaf group, as towards other minority segments of the American population. The public in general, however, continued essentially apathetic about the problems of the deaf and attempts to solve them.

In summary, there was clear and substantial evidence of discrimination against the deaf during the 1958-1968 decade. In each of the social, legal, political, and economic categories there were examples which could validly be considered unfair, with these incidents being due primarily to the deafness of the people affected. Inequities in education and employment were major were major areas of concern. Also significant were adverse opinions about the deaf popularly held by the general public. The negative attitudes could be attributed to ignorance and misunderstanding by the general hearing public, with the social distance between deaf and hearing groups also being a factor.

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COMMUNITY RELATIONS

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Being aware of one's community is important for many different reasons.... personal, practical and professional.

Statistical facts about a community must be collected and studied. Then the human factors need to be added. This approach is based on the theory that the melding together of these factors will form a clear picture of the community. At this point it will be possible for the growth and development of a community or the lack of it to be measured.

Before considering any problems in a community, or planning to meet any needs, it is necessary to know as much as possible about the community. Here are some of the items which one must gather information about in order to begin to understand a community:

Geography: What is the area you are concerned about? Is it a city? Is it a county? What are the physical aspects? Mountains, freeways, rivers and other boundaries? These are a few of the important contributing factors to help one understand the people who live there and how they behave. Also you need to know what are the sub-communities within this boundary.

History: History is the record of reason and change. To begin to learn about a community it is necessary to know why it was formed. Who were the first settlers? What did they do? There are some excellent sources for this type of information such as the library, the Chamber of Commerce, local historical societies, the Automobile Club and recently businesses such as the telephone company.

Economics: Each of these subjects listed is only the very beginning look at a community. The whole field of how people earn their money and how they spend it is vital to any community Where do people work? What are the large industries? Does any type of skill predominate? Do any people commute to other areas? Where do people shop? Do they buy homes? How involved are the businessmen in the affairs of the community?

Political: It is very necessary to know the political units functioning within the community. Who are the office holders? What is the political registration and makeup of the area? How does the community vote on certain issues? How well do the political parties function? Which party seems to be in control? Almost everything we do is governed by some level of government. What offices and or branches are located in the community? Are the elected officials and their offices communicating with their constituency?

Education: It is agreed that the responsibility for helping future generations can be found in the school systems. It is important to know the structure of the public school system. Also how it measures in good basic education for children and how the community feels about the public school programs. Do the public schools offer good education programs for children with special needs? Are there trade schools? Is

there a junior college in the area? What is the educational philosophy of the School Board and of the community?

Health and Welfare: What facilities for health care are available? Where are the hospitals and clinics? What private and public health agencies function in the community? Is there a mental health clinic? Is there a Information and Referral Service to help people find the correct type of help and is the help adequate? The same type of questions are true for exploring welfare services. Again it is helpful to know how the community responds to helping people with problems.

Communication: After some thought, it was felt that several categories of exploration could be included in the overall generalization of communication. The local newspaper is usually an excellent source of learning about an area particularly if one becomes a constant reader. The library is also a very good source for communication. A recent study in a so-called " poverty pocket" area indicated that the most successful way of communicating was at the bus stops and in the waiting room at the health clinic.

Recreation has been included under this category. One needs to know where the parks are located and what types of activities are offered plus who uses these facilities. It is necessary to know how people use their leisure time. Are special programs available for people with special needs?

The programs and use of the churches is another necessary factor in learning about a community. Again, some of the same questions are applicable.

If many of the groups and individuals interested in promoting the growth of a community and in helping people would first explore these factors, we would find much less duplication of programs. Then when unmet needs are verified, the people would be more motivated to move ahead in planning to meet these needs.

All of this relates directly to programs concerned with helping people who feel special needs are necessary for the deaf. It may be indicated that legislation is needed to correct or enhance concerns for the deaf. It may mean public relations is needed to alert the community to certain needs or to solicit their support.

Learning about the community may just help one to enjoy the many benefits, and to become an active and participating member of the community.

PSYCHOLOGY OF DEAFNESS I

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In the next two days I would like to offer a view of the Psychology of Deafness that may be somewhat different from traditional approaches to this area. The ideas which I'd like to discuss are the result of both my formal training in Experimental Psychology and my own personal experiences with deaf persons. What I will try to do in the next two sessions is to suggest some ideas which may help deaf persons to gain a new perspective on Deafness, and, more specifically, to think more objectively about their own behavior. Today a more or less theoretical discussion of the Psychology of Deafness will be presented, followed tomorrow by a discussion of more practical down to earth problems relating to Deafness.

There is now a fairly well established branch of Psychology which takes as its subject matter the study of the effect of sensory deprivation on behavior. The effect of deprivation of vision, audition, taste, smell, and so on, on behavior in various types of situations has been studied by scientists interested in this area. One of the main features of this branch of Psychology is that it does not deal entirely with the human species. Much of the experiemntal work in fact has been done with animals, ranging from the lowly rat to the chimpanzee. The fact that lower animals have been studied as well as man, gives, I think, a new perspective or a new way to think about the effect of deafness on man. Looking at studies done with animals may allow us to draw ourselves away from some of the more traditional controversies that surround the area of the Psychology of Deafness. I am thinking here of the oral-manual controversy or even the controversy concerning intellectual achievement in the deaf.

Some of the questions which could be answered by animal research are: How do different animals use their senses in interacting with the environment, or how do the senses relate to each other in development? And so on. Well, the first things we find when we consider these types of questions is that we are right in the middle of an age old philosophical controversy concerning the extent of our inborn capacities to see, hear, feel, etc. Are we born with the capacity to perceive color, depth and size or do these abilities develop slowly over the course of development as the result of experience. It was partly in an attempt to answer this sort of question that the study of sensory deprivation was undertaken by Psychologists. People speculated that if they could deprive an animal of visual experience from birth until let us say 1 year of age, and then study what the animal could perceive at this time, the role of experience in the development of perception could be assessed. To make a long story short, and somewhat over-simplified, it was found that experience in a particular sense organ was indeed important for the proper development of perception. This was shown in rats, chimpanzees and even humans. In fact, the case of visual deprivation in humans deserves special mention. Human congenital cataract patients who had their cataracts removed late in life were studied with regard to their ability to see, and it was

found that they had difficulty perceiving the size, shape and color of even simple objects. This confirmed the idea that early sensory experience was extremely important in the development of perceptual ability. This was true for man as it was for lower animals, and the similarity in findings encouraged those who thought the study of lower animals was of value.

Having established this, other questions come to mind. Does deprivation in one modality have an effect on perceptual development in the other senses? I think you will readily recognize this as another classical question as far as the study of deafness is concerned. That is, do the deaf see, feel, smell better than persons with normal hearing ability? There are other questions. Does deafness, or deprivation in any sense modality have a more general effect on the development of cognitive skills or even intelligence? Again, I think you can see this is a problem which has been studied over and over again in deaf persons. But the point here is that I would like to put the studies of deaf adults and children aside for the moment and try to determine if the study of sensory deprivation in animals can tell us anything about the fundamental effects of auditory deprivation on behavior. One of the nice things about studying animals is that better control over experimental conditions can be achieved, and also the problem of language ability is not a relevant factor. One of the problems with many studies done with deaf children is that the results are very often confounded by the communication or language disability shown by deaf children.

Now I would like to discuss some of my own work on the effects of auditory deprivation on behavior in lower animals. As I have already pointed out there had been a lot of work already done in the general area of sensory deprivation, but strangely enough, I could find no information on auditory deprivation. Most of the work was done in vision. So, I decided that some simple experiments on the effect of auditory deprivation needed to be done--and being an Experimental Psychologist, I chose the lowly rat and mouse for my experiments. The reasons for choosing the mice are particularly interesting. I had developed a system of deafening rats at birth by the administration of a drug, and then I discovered a strain of mouse which was deaf by birth, or congenitally deaf. And, what was more interesting was the fact that the destruction of the inner ear in the mouse was remarkably similar to that found in the case of deaf humans. So this strain of mouse seemed particularly interesting to study from the point of view of deafness.

The first questions I asked were the ones I have already mentioned. I was particularly interested in whether there was some effect of lack of auditory stimulation on development in the other sense systems, especially vision. So, I devised experiments in which the visual ability of congenitally deaf rats and mice could be tested. I won't go into detail about the experiments, but I will point out the general conclusions derived from the study. I could find no evidence that deafness by itself had any effect whatsoever on the development of visual perception. I should mention that animals were tested at various stages in development, some shortly after birth, and some at maturity, and still no effect was seen. These results seemed to discount the sensory compensation or the sensory loss hypotheses, at least as far as animals are concerned. And this is somewhat surprising in view of the fact that there is a good deal of recent evidence based on physiological experiments which strongly suggests that deprivation in one modality can be detrimental to develop-

ment in other sensory modalities. The evidence from this experiment then, supports the view that deafness or lack of auditory stimulation does not have a widespread effect on the development of the other sensory systems.

Also, I could find no evidence that deafness in any way affected mental or cognitive development. Again, this does not support the once widely held hypothesis that deafness affects mental development, but it does support the more current view which asserts the independence of deafness and intellectual development.

Having demonstrated these two points, I went on to see if deafness would have any other more general effect on the behavior of the animals. In order to accomplish this I began to observe and classify the various behaviors of the animal in a free or unrestricted environment. What animals in fact do in this situation is walk around, run, rear on their hind legs, sniff and groom. When I compared the behavior of the deaf animals to the behavior of the hearing animals, I found differences. I found that the two groups of animals spent different amounts of time doing different things. Specifically, the deaf animals relied on vision in a different way than hearing animals. That is, they engaged in more visual exploration--they dealt with the visual environment in a different way--to the extent that a naive person could actually tell which animals could hear and which could not, based on their behavior patterns. So the conclusion seems to be that deaf animals react to, and deal with, the environment in a fundamentally different way than hearing animals.

This simple fact of behavior may be something we overlook when thinking about the effect of deafness in man, especially in children. It is possible that we of the hearing world at least, forget, or are side tracked by the issues of language and speech development, the development of intelligence, etc., and we forget, the simple fact that deaf children have to interact even in the simplest situations in a fundamentally different way than hearing children. We concentrate now on trying to minimize this difference by actually providing auditory information to the child about his environment. This can lead us to think that for all practical purposes, the environment of the deaf child can be considered the same as it is for the hearing child. But, I think we are fooling ourselves; the deaf child is essentially deaf, and relies on his other senses in a different way to interpret and deal with his environment. This may mean that we should be providing a different type of visual, tactual, and even olfactory environment for the deaf child--one which would be more consistent with the sensory appartus which he has available. And, perhaps a fruitful line for future research would involve the specification of the optimum environment for deaf children. At the very least it would seem useful to shift emphasis away from language and speech development (even though these are important areas) and concentrate more on other aspects of behavior which are affected by deafness.

Well, I hope I haven't taken you too far afield in this discussion of the effects of sensory deprivation on the behavior of animals. I hope in fact that it has provided a somewhat novel perspective in which deaf people can view the problems of deafness. Perhaps by looking at the behavior of animals, and thinking of problems of deafness which could be dealt with in animal research, new insights about your own behavior will arise. Sometimes we can better understand what's happening inside ourselves by looking outside.

PSYCHOLOGY OF DEAFNESS II

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Yesterday I talked about things that may have seemed a little far fetched as far as the every day problems of the deaf are concerned. So today I would like to take a slightly more practical appraoch to essentially the same theme of "The deaf looking objectively at themselves." In this I'm afraid I am going to have to reply to a large extent on my own experimentally unfounded opinions--so please don't hesitate to stop me if I get too far afield.

Well, what does it mean to be deaf from a psychological point of view? In the first place I think it means to be different. Probably one of the deaf child's first perceptions of the world is that he is somehow different. Or is it? Maybe the deaf child doesn't really feel different. After all, how can a child (at age 2-3 years) be expected to imagine that others can hear while he can't. Maybe it is the way parents treat the child that determines whether he himself at an early age feels different. This feeling different at any rate is something that is perceived fairly early and is probably something that continues throughout life. Now in general I think this is a good thing. I don't think deaf persons should labor under the illusion that they are essentially the same as everyone else - they are not - they are deaf. And, I think along with many others that the sooner the deaf child and parent realize this the better for all concerned. But there is one point that should not be overlooked. There is a danger which arises from considering yourself as different from other people. And the danger is that this will start to be used as an excuse for forms of behavior that are not in fact attributable to deafness. Deafness can become a crutch upon which to learn. This is especially easy to do in a society which is sensitive to the needs of the handicapped and which often does not understand the essential nature of the handicap. It is easy for people to believe that deafness has a much more serious effect on behavior than it actually does. This can be bad from both the point of view of the deaf person and also from the point of view of society. It can lead to a situation where neither the deaf person nor the society expect or have high expectations from deaf persons. I would maintain that this situation in fact exists now. But from what I hear of what is going on in this conference and elsewhere, the deaf at least are doing their part to change this situation. The problem here is in deciding in what way deaf people should be considered the same as or different from normally hearing persons. The answer is certainly not one extreme or the other, but lies somewhere in between. For example, deaf people ought to know the sign language and in this way be different-but as far as intelligence, for example, is concerned, the deaf should be considered to be on an even par with the hearing person.

There is a related point which seems obvious which should be brought out here. That is, neither the deaf nor the hearing comprise a homogeneous group. Abilities, skills, intelligence, etc., vary in the deaf as well as the hearing. And this fact makes it pointless sometimes to keep drawing comparisons between the hearing and the deaf world. Hearing ability is one dimension on which people differe and certainly it is not, or ought

not to be the most important. Deaf persons can certainly in many ways have more in common with hearing persons who have the same interests, job, education, etc., than with other deaf persons.

I think these individual differences between people whether they be deaf or hearing are something that a deaf person should try to keep in mind when he is trying to think objectively about himself. Deaf persons can have a tendency to imagine that just because a person is not physically handicapped, that he suffers no handicap at all. Nothing could be farther from the truth. A person's parents, early diet, social and economic situation can be far more potent determiners of behavior and personality than deafness. In fact in many ways a straightforward physical handicap such as deafness is easier to deal with than for example having parents who don't know how to raise children, or coming from poverty stricken circumstances. In the case of a physical handicap, at least a person knows what his handicap is, and can learn to deal with it. Deaf people must keep in mind that most people have a handicap of one sort or other and very often consideration of this has to be taken when a deaf person interacts with hearing persons. Too often a person who is hearing is accused of not understanding the deaf out of malicious reasons, when in fact the persons misunderstanding arises from some personal, social or emotional problem that the person has as a result of his own early background and experience. Deaf people, and all people in fact, should try to rise above their own particular problems and objectively analyze the behavior of other persons.

While I am talking about this I would like to say a few words about hearing persons perceptions of deaf persons and some of the problems they encounter. The first and most obvious point is that the hearing person , upon meeting a deaf person for the first time, suffers somewhat of a shock when he finds it difficult to communicate. This of course is something that is well understood by deaf persons who have had to deal with communication problems all their life. But nevertheless, it is common for deaf people to not understand the reaction of a hearing person when they first meet. The thing that is hardest to understand I suppose, is a withdrawal reaction or even a hostile reaction. What you have to remember is that in some ways you have an advantage in this situation--you have lived with communication problems all your life--while it may be the first time the hearing person has ever been face to face with this type of situation. So a little compassion for the problem might be in order. Perhaps a good way for a deaf person to get a parallel feeling would be to confront a deaf person from a foreign country who speaks a foreign language (sign language).

I'd like to change the subject now to other related but different matters. As I pointed out in the introduction my own contact with deafness is through my parents so perhaps a few words about my own personal perceptions on deafness are in order and perhaps less farfetched. The thing I want to talk about is the business of deaf people having children and more specifically hearing children (I think there is enough evidence now which says that the problems of deaf people having deaf children are fewer than if they have hearing children). I think I should say at the outset that I find it hard to imagine an upbringing that was more satisfactory, at least from my own point of view, than my own, and I get the same report from other of my friends who were in the same situation.

So, as a general overall statement I would say without qualification, that deaf parents are more than capable of raising hearing children. There are however a few observations that I would like to make. One possible source of concern of a deaf parent would be in the area of language development for the hearing child. As everyone knows, hearing children acquire or pick up language at 1 1/2 to 3 years of age just by being exposed to adults who speak the language. Presumable the hearing child of a deaf parent would have no such opportunity, or very limited opportunity to pick up language in this way. And this could conceivably be a problem. In fact, if there is one question that is repeatedly asked of a hearing child of deaf parents, it is, "How did you ever learn language?" Well, in the first place, it's obvious that children are exposed especially nowadays to many sources of auditory stimulation--radio, T.V., and the speech of other hearing persons. So there is ample opportunity to at least hear words being spoken. But, some people would maintain that most of language learning takes place extremely early in life (1 1/2) at a time when the mother is the main person from whom the child receives stimulation, and what's more important, reinforcement or reward for emitting sounds like Da Da, Cookie, etc. And perhaps there is something to the idea that the child needs language training from the mother at this early age. But, I think this can be dealt with easily by the deaf parent through the use of the sign language system in connection with whatever speech is available with the very young child. I think that the most important thing by far is to have easy relaxed communication between mother and child and this can best be done by the mother using the language which she has available to her with the child. It's also important at this stage, to develop vocabulary and give the child a feeling for the structure of language. Of course speech in the child should be encouraged especially as the child gets older, but evidence on this is that hearing persons will spontaneously emit sound and imitate words without any special attempt being made to actually teach the language. And, of course, there is no reason why deaf parents can't capitalize on other hearing friends or relatives to encourage speech in their own child. All in all, I don't think the development of language or speech is a particular problem. In fact, if there is any problem I think it lies in the tendency of deaf parents to be reluctant to continue to teach the sign language to their youngsters. This may arise from a desire to raise a so called "normal" child who has nothing of Deafness about him. But I think this is altogether wrong. It is wrong because it can lead to a serious communication barrier between the parent and child as he grows older, and it can lead to the hearing child being eventually more or less cut off from the deaf community at large. And, I think this would be a great loss. The hearing child of deaf parents should be in the unique position of being able to communicate freely with both deaf and hearing persons; that is, he should be bilingual with all the attendant advantages. So what I propose is that instead of de-emphasizing the deafness of the parents, it should be emphasized for the mutual good of both child and parent.

Just in closing I might say that this close examination of the relationship between the deaf parent and hearing child may shed light upon the situation where the parents are hearing and the child deaf. And, of course, it is this situation that is usually most debated and talked about. The issues are in fact the same as in the previous case--what form of communication should be established between the parent and child--and,

I think the answers are more or less the same. A parent should use what ever system of communication is available (common to both parent and child). It's clear to me that this means using sign language and finger spelling as well as speech. Just as the sign language will provide the essential ingedients necessary for language learning in a hearing child with deaf parents, so it will be adequate for the development of fundamental skills in the deaf child of hearing parents.

To summarize my position, I think that deaf persons should not be afraid to assert their deafness. They should use whatever talents they have available to them to deal with the world and if this means teaching their own children to learn the sign language and to think in the way that deaf people think, so be it. There is nothing wrong with instilling a flavor of deafness in a hearing person, in fact, this can be a good thing.

The other point is that the deaf should use their deafness only in a positive way--never to justify failures of any kind. Also, I make a plea for deaf people to think of all persons as being handicapped in one way or another and to attempt to objectively understand the feelings of hearing persons when they are confronted with a novel communication problem.

LEGAL PROCESS AND SOCIAL CHANGE

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I. What is "Law"?

What is "law" or what is basic to a legal system? Are there limits to what kind of human actions may be dealt with by a legal system? Consider the following "definitions" of law:

A. Austin: "Every positive law, or every law simply and strictly so called, is set by a soverign person, or a sovereign body of persons, to a member or members of the independent political society wherein that person is supreme."

"Every law or rule is . . . a command. Or, rather, laws or rules, properly so called, are a species of commands."

B. Holmes: "The prophecies of what the courts will do in fact, and nothing more pretentious, are what I mean by the law."

OR

Gray: "The Law of the State or of any organized body of men is composed of the rules which the courts, that is the judicial organs of that body, lay down for the determination of legal rights and duties."

". . .the Law is what the judges declare. . . ."

C. Kelsen: "The law, or the legal order, is a system of legal norms."

D. Hart: "The union of primary and secondary rules is at the centre of a legal system; but it is not the whole, and as we move away from the centre we shall have to accommodate. . .elements of a different character."

II. Major Areas of American Law

A. Constitutional; Statutory; Judicial

B. Selected Areas or Maps in American Law

Property
Contract
Tort
Constitutional (incl. civil rights)
Criminal

III. "Growth" of American Law

A. Tort Illustration

1. Intentional
2. Negligence
3. Strict Liability

B. Slavery, Segregation, Educational Opportunity Illustration

1. Abolition of Slavery
Somerset v. Steware (Eng., 1772)
The Slave Grace (Colonies, 1827)
Commonwealth v. Aves (Mass., U.S.A., 1836)
Jackson v. Bullock (Conn., U.S.A., 1837)
Dred Scott v. Sandford (Sup. Ct., U.S.A., 1857)
13th Amendment to the U.S. Constitution (1865)

Sec. 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Sec. 2. Congress shall have power to enforce this article by appropriate legislation.

14th Amendment to the U.S. Constitution (1868)

All persons born in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

15th Amendment to the U.S. Constitution (1870)

The Fifteenth Amendment, adopted in 1870, completed the cycle of the Civil War Amendments by forbidding a state or the United States to deny or abridge the right to vote "on account of race, color, or previous condition of servitude."

2. Segregation in the Public Schools
The Black Codes, Civil Rights Act of 1866, and the 14th Amendment
Early Judicial Interpretations of the 14th Amendment

Plessy v. Ferguson (Sup. Ct., 1896)
"Separate but equal"' Inferiority complex
Challenge to Segregation in Education
Missouri ex rel. Gaines v. Canada (Sup. Ct., 1938)
Caster v. Sch. Bd. of Arlington Cty. (U.S. App. Ct., 1950)
Sweatt v. Painter (Sup. Ct., 1950)
McLaurin v. Okla. St. Regents (Sup. Ct., 1950)
Brown v. Board of Educ. (Sup. Ct., 1954)
"Separate educational facilities are inherently unequal."
Bolling v. Sharpe (Sup. Ct., 1954)
Brown v. Board of Educ. (Sup. Ct., 1955)
"All deliberate speed"

3. Implementation of Brown v. Bd. of Educ. in the South ("De Jure")
   a. Pupil assignment
   b. Closing public schools
   c. Tuition grants
   d. Freedom of choice plans
   e. Civil Rights Act of 1964
      HEW (Health, Educ. and Welfare) Guidelines
      -desegregation as a condition for Federal Grants

4. Implementation Nationwide: Beyond "De Jure" Segregation
   ("De Facto")
   Report on Civil Disorders (1968)
   The Coleman Report and the Civil Rights Commission's
   "Racial Isolation Report"
   "De Facto" Issues

IV. <u>Experiences of Discrimination, of Unequal Treatment or Unequal Application of Laws in America</u>

V. <u>Where must we focus now to bring about desired social change?</u>

THE ROLE OF MEDIA SERVICES AND CAPTIONED FILMS IN ADULT BASIC EDUCATION PROGRAMS

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My assignment is to define for you the role of Media Services and Captioned Films in helping hearing impaired adults broaden and further their education. There are a number of reasons for doubting whether it is reasonable for me to attempt to do so, chief of which is that I have no clear definition myself, at this point, as to what that role should be.

Contrary to what some of you may now be thinking, I did not travel all the way across the country just to tell you personally I do not know. The truth is that I have come to pick your brains. I want to attempt to describe to you some of the many factors involved, to point out to you this afternoon some of the pluses and minuses; and then, in a sort of open forum tomorrow morning, I hope to get your individual and collective reactions. Hopefully these reactions will enable us in the Bureau of Education for the Handicapped better to define our role in reinforcing adult education and vocational education programs, and serve as guidelines as we continue to broaden our program services beyond the secondary education level.

Frankly, there has been some questioning by my professional colleagues (to say nothing of my long-suffering wife) as to my sanity for accepting this assignment. I have come to accept a heavy travel schedule as an inevitable part of this job but this summer has brought an extraordinary amount of it -- to sundry meetings, conventions, and the like, and I need another trip like I need a hole in the head. However, I was pleased to have been offered a second chance to come. The initial date suggested for me conflicted with a prior commitment, and I have managed to sandwich this trip into a busy schedule more for selfish reasons than anything else. One of the biggest obstacles we have encountered in attempting to provide suitable media software for use in adult programs is the paucity of information feedback from the field.

There is no lack of information related to needs in classrooms for the pre-school through high school levels. We are swamped with communications of all types from teachers, parents and quite a number of pupils themselves. But despite attempts to "prime the pump" at uncounted meetings, visits to adult education programs, rehabilitation centers and the like, there has been virtually no response from administrators or participants in adult education and vocational education programs. Inasmuch as the system functions on the principle of "the wheel that squeaks the loudest gets the grease", and regardless of how aware some of our staff may be of the great need for visual materials in post-secondary education programs, we cannot prove it with letters of request, or specifics relative to number

of classes, average size of classes, curriculum content, and so forth. Consequently providing materials and services for adult use does not rank very high on our list of program priorities. Owing to the unique make-up of the participant group in Project DAWN, and because the opportunity rarely is presented to benefit from personal discussion of issues and problems with a "grassroots" type of audience much as this, I was determined to be here however briefly. I have a high expectation of receiving more from this occasion than I can give.

In these troubled times, it is difficult to assess the present educational needs at any level, and extremely so for adult education. Standards of the past no longer are accepted. The entire world is in the throes of a social revolution. Systems of all types are being derided and challenged. Advancement in technical areas, and most especially in instructional technology, is so rapid and diverse that it boggles the mind to speculate about conditions which may exist by the year 2000. Owing to the fact that the deaf community is comparatively small and is dispersed over such a wide area with sizable numbers only in a few urban localities, the problem of providing for their present continuing education needs is quite complex. Attempting to predict the needs even for 1980 appears to be an exercise in futility. There is no question that a severe problem exists because, unfortunately, educators of the deaf child are not noted for their creativeness, flexibility in acceptance of innovative ideas and procedures, and/or aggressiveness in persuading legislative bodies of the necessity of sufficient financial support to permit erection and maintenance of a modern physical plant and the up-dating of the present antiquated special educatinn programs. This is not intended to indict the educators, who are themselves to some extent victims of the times. However, a reasoned attempt to forsee future needs in adult education cannot be made without consideration of the type of product which may be expected to evolve from the present educational process of children. Because of the well-known difficulty of deaf children in acquiring skills in communication, and the slowness on the part of the professionals to meld educational technology with the special education programs, young deaf people are falling increasingly far behind their peers who have no hearing impairment. Can you conceive of an adult education program adequate to close this gap? Visual media may well play an increasingly important role but can not reasonably be expected to perform miracles.

Media Services and Captioned Films presently has an annual budget of 4.7 million;of this amount, 1.5 million is earmarked for expansion of media to other areas of the handicapped. Approximately 50 new feature-length films are leased, captioned and placed in circulation each year; an equal number of educational film titles are added to our materials library. Quite a few of these 16mm educational films are available to adult users through our three main distribution libraries. Within the past few years, we have placed 35 mm filmstrip projectors, overhead projectors, screens, and super 8 sound projectors in most of the known adult education programs as well as rehabilitation facilities serving deaf persons. The most urgent need at this time is for appropriate software.

There is no such thing as cheap audio-visual equipment or materials. There is some hesitation on the part of our staff to invest heavily in equipment and software without some assurance that these things are needed and will be used effectively. We are flexible enough to alter policies

to meet changing consumer requirements but at this point we are unable to determine with any degree of accuracy the present capacity of adult education programs to effectively use mediaware, much less assay even a "guesstimate" of future needs.

There being no central Federal agency which has supervision of all programs for the deaf (and relatively few at state and local levels) accurate information is hard to acquire. Most programs, including our own, are badly understaffed and the trend under the present Administration promises this condition will probably get worse before it gets better. It is difficult to budget without knowing facts. We hesitate to take the lead because of the inevitable howl from the boondocks that the ignorant "experts" in Washington are trying to tell you how to run your railroad.

So, now, you tell me. What is to be the role and function of Media Services and Captioned Films in adult programs? We do not have too much of a problem in the area of vocational education because we have access to information through regional vocational schools, research being conducted by National Technical Institute for the Deaf, figures on employment trends from labor unions and employers. However, in Adult Education it is a buyer's market, and unless the quality packaging, availability, cost and effectiveness of the product are an approximation of the desires and self-conceived needs of the erstwhile consumer, we will end up with the equivalency of pounding sand in a rathole. There is a willingness--more a desire--to become involved in a meaningful capacity.

Funds are avilable to acquire or develop appropriate materials. Use can be made of an already established distribution system or we will expand this to meet indicated needs.

In the area of vocational education, we already are circulating many 16 mm films, and we are preparing to fund a project which will develop additional films, filmstrips, transparencies for use with overheads, slides and loop films designed specifically for teaching deaf students. We have sets of slides to teach idioms, special films for instruction in keypunch operation and typing. We are close to the production stage for a series of documentary films which will present for young people an overview of on-going post-secondary training programs at Gallaudet College, National Technical Institute for the Deaf, St. Paul TVI, Delgado College, Seattle Community College and others including San Fernando Valley State College if Dr. Tom Mayes starts to earn his keep out here. This will be followed by a series of films--we envision an entire "shelf" of loop films readily available to both individuals as well as groups--to give exposure to deaf youngsters regarding vocational opportunities in areas of employment with which they are not familiar or in which handicapped persons heretofore have not been given consideration.

We presently are funding stage IV of a research project to develop a course in programmed instruction in electronics assembly. Now being field tested in four localities here on the West Coast, the entire course is mediated so that the student has step-by-step visuals for the entire course and after only 70 hours of study the student is qualified for placement directly into a competitive employment situation. The course materials are so comprehensively detailed that no teacher is needed. A foreman gets better results than a teacher.

Negotiations are in progress to contract for a central source of supply for the training booth, all equipment and supplies. Indications

are that a complete unit will be avilable for less than $1000.00. We hope that eventually these will be generally available under a cooperative plan whereby Media Services and Captioned Films provides the software, departments of special education pay for the equipment and supplies, and vocational rehabilitation agencies supply supervisory personnel. We are exploring the possibilities of developing similar short-term training programs which hopefully will open many new types of employment for the deaf. Certainly the possibilities are self-evident.

If time permits either now or tomorrow, I will show slides and briefly describe some of the many and varied projects we are funding in education for the handicapped.

From you I would like to have answers or at least suggestions on some of the following:

1) Can you envision any way in which visual materials can be used to develop in deaf adults motivation for continuing and expanding upon their own education?
2) To what extent should MSCF attempt to influence structuring of ABE programs? Is there a better agency for accomplishing this?
3) What is the answer to the problem of limited target audience in a given curriculum area and consequent high unit cost for software?
4) In view of unsettled social conditions, high mobility of deaf adults and consequent difficulty in making those who could most benefit from ABE programs aware of the opportunities and benefits, is it practical to attempt to expand ongoing courses and encourage establishment of additional programs?
5) Large sums of Federal funds are available but only through cooperation of state level agencies. These notoriously are reluctant to cross agency lines and establish cooperative and co-funded programs. What can be done to "shake them up" and who should take the initiative in this?
6) What is your opinion (Concensus) relative to the most effective media for ABE courses? 16mm? 8 mm loop? Slides? Filmstrips? Transparencies? Multi-media?
7) Can you suggest ways to accomplish badly needed standardization of curriculum content and procedures? What agency could most effectively accomplish this? Assuming it were done, how disseminate the results?
8) The tax dollars are yours; how should we spend them?

CLOSING SPEECH
by
Nancy Rarus

Today marks one of the many commencements we have taken part in. This day is another step forward into a new horizon--the unknown--. Whatever the future brings, we hope that we shall be equal to the task and justify your faith in us.

The fact that we have continued to learn anything makes us realize that there is no end to knowledge and we wish to share this discovery with our fellow adults.

The desire to share with people in our communities is deep. The need to bring enrichment to our people is present. These wants were present when we first came. We needed pat answers to our questions. We came and are now going away still without the pat answers....but we have learned (if not before coming here) once again to think creatively and as Mr. Easley put it, "Think Big."

We feel that with all the pointers (direct and subtle) we are able to make a start somewhere. It should be taken into consideration that we, all of us, have our own dreams...sets of goals...sets of hopes.

Here is an excerpt from the eulogy for Robert Kennedy by Ted:

"Some people see things as they are and ask why;
others see things as they could be and ask WHY NOT?"

Let it be said that we will try to be the WHY NOTS.

It was pointed out that the deaf in general submit and/or defer to the hearing person. With all the ammunition now stocked up for future battles, i.e., the variation of setting up strategies, suggestions of how to pass obstacle courses and getting our feet in the doors, we have every right to feel that we shall be able to show the world that we do have minds of our own---minds that can think, minds that can sow and reap successful harvests. Note that I did not put the word harvest in the singular form, but in the plural: --sow and reap successful harvests.

It has been asked of us countless times: "Why did you come? Why are you here? Some of us came thinking we knew something; some--how to deal with the hearing community; some--how to deal with their own community, and so forth. BUT, we are as sure as the California sun or Los Angeles smog not going home thinking ourselves as smug as we started out to be.

We do not know what the future holds in store for us--there will be our share of trials and errors--there will be times we will find that there may be things we were told to try out and which eventually boomeranged; there will be days we cannot call time our own. Is the price of bringing enrichment or broadening horizons of our fellow deaf too great to pay? I think not---we are the stuff upon which dreams are made to come true. We cannot let the world go by. Our consciences will not permit that. The fact that we are all gathered together today shows that we do care. Of course, our own self-interests are at heart too. We are in this not just for what we can get out of it , but for what others may make of it or get out of it.

Instead of being quarantined for some kind of a disease, let us go forth and make "Let's learn something" a communicable, but exciting disease.

Let us think now about devising a penicilin of sorts which will remove all immunity and resistance and passivity to various avenues of life at its best.

We cannot expect success unless we plant ourselves at the corssroads of the community and put to all use that which were rammed down our throats hereat SFVSC. I say "rammed down our throats" because the immunity and resistance and passivity prevailed for a long while. Latest reports have it that these vices, so to speak, were obliterated the last week. However, it remains to be seen if these negative factors have been removed forever. To carry out our good intentions, we must break down all kinds of barriers. It has been said over and over again what these barriers are, therefore I shall not go into details but rather remind each one of us in this room to LISTEN (in capital letters) LISTEN to the other person.

The Bible has a verse which is familiar to us all:

"Ask and ye shall be answered,
Seek and ye shall find it, and
Knock and the door shall be opened unto you."

With these words, I end here and on behalf of the participants of Project DAWN, we are grateful to the administrators, instructors and interpreters for their efforts to make the program the success it has turned out to be. Loads of thanks from the bottom of our hearts to:

Joyce and Sharon for their invaluable efforts to keep us abreast of the lectures and discussions. Most of us have never seen such competent interpreters.

To Mr. Easley for his obvious concern and interest in our problems and the many solutions he offered.

To Steve and Nora for helping us take stock of ourselves.

To Carl goes our deepest appreciation.

PROJECT DAWN FINALE

A Summary of Remarks by Dr. Lloyd Johns at the Final Session, July 17, 1970.

I know the classes and activities of the last four weeks have left many of you somewhat fatigued, and you are anxious to get started home. I know, too, that you have been talked to--talked at--and talked through. . so what is there left for me to say?

"Paddle your own canoe!"

That's right, I said paddle your own canoe. During these weeks in Project DAWN you have been equipped with a new set of tools, techniques insights, and ideas. But for these new skills to have meaning for you when you return to your own community you must be willing to exert effort. You alone--in your community--must get something started. . . <u>you</u> should paddle canoe. If you wait for someone else, you'll slip downstream and miss your objective. . . .start paddling!

Needs of the Deaf

You folks are experts in citing the needs of the deaf. You can build your list from your experience, your own training, and research. This is your field, and you know it well.

But unless you put this long list of needs in some priority, and work toward solving the needs in some organized design, you won't get anywhere.

Develop specific priorities, and head your canoe in that direction! If you allow chance, or circumstances to dictate your course of action your efforts will be wasted and ineffective.

Use the knowledge you have gained during these four weeks, select appropriate priorities, develop a plan of action -- and paddle your canoe in that direction.

You are not in this program by chance. You are not just typical deaf persons that Carl Kirchner beckoned in off the street. You were <u>specially</u> selected because you have the potential to become -- you guessed it -- "strong paddlers" back in your home community.

But remember, when you return to your 17 respective states, don't slip downstream -- keep paddling!

Educate the Community

You should realize that the majority of hearing people have a pitiful small amount of information about deaf persons. You must first develop ways of educating the total community to the special abilities of deaf persons; show hearing people the contributions of the deaf; build positive teams of hearing and deaf persons; and by all means, let your personality reflect a positive spirit.

Don't ask for help, give information; don't just seek assistance, but give assistance; give more than you ask. . . .be independent, paddle your own canoe.

Paraphrase President Kennedy's famous quote, and you will see what I mean. . . "ask not what the hearing community can do for you, but what can You do for the hearing community." You will soon notice that the more you give, the more you receive.

I would suggest that you develop a simple plan to follow.

1. Identify the needs of deaf persons. . . . problems that need to be solved. You people in Project DAWN have the responsibility of helping the deaf people in your communities to do this same "soul searching" that you have done.

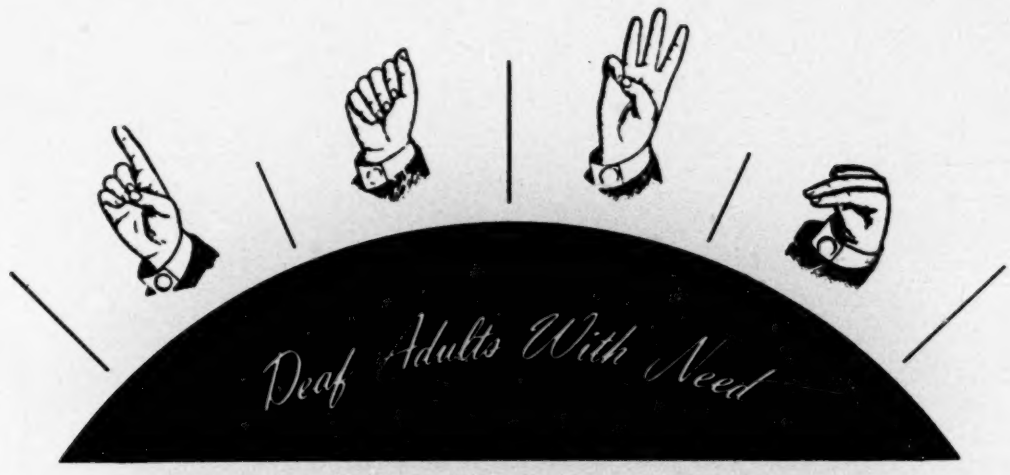
2. Develop priorities, and solve problems one at a time. Major wars are won by winning one battle at a time, and you shouldn't hope to do better.

3. Develop a time table and stick to it. If you start putting off deadlines you won't solve problems, you will only talk about solving problems.

4. Don't depend on others; paddle your own canoe. No one <u>really</u> feels as strongly as you do about helping deaf adults with special needs. You have lived with problems that some of us have merely heard about, or read about. You are the experts!

In closing, I want to say again that you Project DAWN participants have a special responsibility. During the next few months, Carl Kirchner will be in touch with you to see how well you are progressing on the plan of action I just outlined for you. You should be prepared to show that you are making headway.

. . . .you can rest this week-end, but by Monday, you better "start paddling."



Adult Basic Education Program

San Fernando Valley State College
Department of Special and Rehabilitative Education
PROJECT DAWN
CLOSING CEREMONIES*
Engineering 100
Friday, July 17, 1970
10:30 a.m.

SPONSORED BY:
U.S. DEPT. OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
BUREAU OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

HELD AT:
SAN FERNANDO VALLEY STATE COLLEGE
SPECIAL AND REHABILITATION EDUCATION DEPT.
NORTHRIDGE, CALIF.

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GLENNA S. WATSON, WHEATON, MD.
CHARLES V. WILLIAMS, CLEVELAND, OHIO
KYLE G. WORKMAN, TORRANCE, CALIF.

PROGRAM

BENEDICTION . . . . . .Gerald DeCoursey, Rochester, New York

POEM . . . . . Carrie Dixon, Canton, Ohio

MAIN SPEAKER . . . . . Nancy Rarus, Simsbury, Connecticut

INTRODUCTION OF GUEST SPEAKER . . . . . Kyle Workman, Torrance, California

"PADDLE YOUR OWN CANOE" . . Dr. Lloyd Johns, Guest Speaker, Director of Audio Visual Dept., San Fernando Valley State College

CLOSING THOUGHTS. . . . . Carl J. Kirchner, Project Director

"AULD LANG SYNE". . . . . PROJECT DAWN'ers

MASTER OF CEREMONIES. . . . . Max Freidman

* Program was entirely planned and executed by the Participants

** For purposes of this publication, the closing ceremonies program was printed on the stationery prepared for use by Project DAWN Participants.

San Fernando Valley State College

Special and Rehabilitation Education Department

THIS IS TO CERTIFY THAT

_____

HAS SUCCESSFULLY COMPLETED

HELD FROM JUNE 22 [illegible]

AND HAS EARNED UNITS IN THE AREAS OF:

ORGANIZATION ADMINISTRATION SUPERVISION OF ADULT EDUCATION - (2)

LEADERSHIP - (2)

GIVEN UNDER THE SEAL OF THE COLLEGE

THIS 17th DAY OF JULY 1970

_____
PROJECT DIRECTOR

_____
CHAIRMAN, SPECIAL AND REHABILITATION EDUCATION DEPARTMENT

_____
PRESIDENT, SAN FERNANDO VALLEY STATE COLLEGE

REGIONAL
FOLLOW UP MEETINGS*

PROJECT DAWN

Wichita, Kansas
Dorothy Ruge, Hostess

San Francisco, California
Emil Ladner, Host

Chicago, Illinois
John B. Davis, Host

New York City, New York
Max Friedman, Host

***The Regional Follow up meetings were planned and conducted by the participants of Project DAWN.**

PROJECT DAWN
(D eaf A dults W ith Needs)

Holiday Inn Motel*
Wichita, Kansas
February 20, 1971

8:30 - 9:00	Registration
9:00 - 9:30	Introductory Remarks Dorothy Ruge, Hostess Participant Carl J. Kirchner, Project DAWN Director
9:30 - 10:00	What is ABE to the Deaf Person? Willard W. Lee, State Director of Adult Education, Kansas
10:00 - 12:00	The Adult Basic Education Picture for the Deaf Reports of Project DAWN Participants: Lawrence Forrestal, Nebraska Robert Cunningham, Alabama Medford W. Magill, Louisiana Dorothy Ruge, Kansas Eileen Schowalter, Missouri
1:00 - 3:00	Community Leaders in Adult Basic Education Speak Out Gilbert Farmer, Wichita Adult Basic Education Director Dr. Friesen, Dean of University College & Associate Professor of Education at Wichita State University
3:00 - 5:00	The Deaf Community Speaks Out - Group Discussion
7:00 - 9:00	Keynote Speaker & Group Participation Mr. Luther Black, Director of ABE, Arkansas "Role of ABE Director Working with Deaf Para-Professionals"

* Fifty persons attended

ADULT EDUCATION FOR THE DEAF

Williard W. Lee
Director, Adult Basic Education
Kansas State Dept. of Education
Topeka, Kansas

Good morning ladies and gentlemen. It is indeed a pleasure to be here at your conference. It is only by accident that I am here. I made the mistake of answering a letter mailed out by your state chairman.

My mission here today is to encourage you to make your needs, your goals, your aspirations known, not only in your community but throughout the state. Yes, I understand that some of you have a condition that some of the rest of us may not have. But this is only another dimension into education that presents a new and possibly an exciting area to be conquered. I can appreciate your inability to hear all that goes on about you. You see, I have a sister who has had very little hearing since she was ten years of age. I know some of the frustrations and disappointments that accompany this kind of physical deficiency. But let me hasten to add, it also presents exciting challenges. Challenges that if conquered, certainly substantially add to personal satisfaction and ones own image of ones self.

I might add that my sister is 100 years as 46 days younger than Abra-Ham Lincoln. She would be mad if I told her age.

I cannot help but almost envy you in one respect, you do not have to listen to that excruciating noise referred to as the modern beat or rock music.

Let me assure you that if it be your desire and your need to achieve or obtain additional educational skills, you can do so. There are programs especially designed for those who have not been able to attend regular school beyond the eighth grade. These programs are called the Basic Education Programs. I know full well that some statements made by people like myself may be a sensitive word to you. However, these words are used to identify program and the areas they are designed to cover.

Adult Basic Education originated under the office of Economic Opportunity in 1965. In 1966, it was moved to the U.S. Office of Education as Part A of Title III of the Elementary Secondary Education Act. Basic Education refers to education from the eighth grade level and downward; or said in another way, from zero years of education up and including the eighth grade level.

In April of 1970, Congress passed and the President signed into law P.L. 91-230, which is an extension of the 1966 law. The new law makes provision for Adult Programs to provide instruction for adults to complete their high school education or pass the GED Test. This whole area of education is now called Adult Education. The word Basic has been dropped.

In Kansas, there are approximately 163,000 adults who have less than eight years of formal school. Also there are 680,000 Kansan's who do not have a high school diploma. I do not know how many in this group have only partial hearing, but I am sure that many of them terminated their education because of hearing problems.

What can the adult education program do for you? That can only be determined by what your needs are. You see, it would be useless for a program director to state "we have an adult education ready for all those adults who have only partial hearing." I wouldn't attend such a program, unless I could see that the director had scheduled instruction that specifically fit my need.

Unless adult education programs concern themselves with the specific needs of the individual adults, it is doomed to failure. This is why adult education begins and ends with the word flexibility. This organization and my office should be searching for you, you should be inquiring about us, together we should establish those educational programs, supplemented with any skill training requested to provide you with the knowledge and skills you desire and need. I hope you will continue to impress upon us your needs; we can help. Let us explore some of the areas where we can help.

There are twenty four adult programs in Kansas receiving federal funds to provide instruction for adults who have less than an eighth education. After July 1, these same programs will be providing instruction for anything less than college.

Let us suppose that Mrs. Macrel, has lost 70% of her hearing and that she had to terminate her education at the sixth grade level. Mrs. Macrel is advised that ad adult education program exists in the town or city where she lives. Then she should give very serious thought to just what her needs are and what goals she intends to achieve. Present this plan of or program to the director of AE and move forward. You see there are actually no limits for Mrs. Macrel. She already known her limitations and she can fit her needs and goals into the limitations, but go as far as she wishes. I am sure she wouldn't want to become a music teacher, or a piano tuner, a switchboard operator or a night watchman in a cemetery. Sound is all important in these.

There is one way to speed up the process of completing any program of training. Be prepared and insist on being tested so that you may begin where you are not some place away back down the line or ahead so far that achievement is impossible. Settle yourself into the task that lies ahead and work at it.

There are so many new materials today that the partially hearing could use. I'm thinking especially of the programmed materials where you would need little teacher assistance and could progress at your own speed, where you move forward one step at a time, but where success is registered immediately. There may be many of you who need the equivalency of a high school diploma. This may be achieved by successfully completing the General Educational Developmental Test. There are twenty-four locations in Kansas where these tests are given. The results are accepted at two year and four year colleges, at universities and in almost all industries. Some craft unions will not accept them for apprenticeship training.

You first fill out an application for the test, secure your permit and take the test. If none of your scores are below 35 and if all of them average 45, we award you a certificate of academic achievement.

I often think what would happen to education if we elected a presidentof the United States, whose formal education was less than college. Or if we elected a president who was deaf. Thirty nine years ago, we elected a president who was crippled by polio. Now that dreaded disease is almost non-existent. Our chances of electing anyone described above

are very poor. Therefore, we must continue to plead our case, exhibit our usefulness and hope that someday someone will care enough to stand up and fight for legislation and funding to properly provide the educational experiences and skill achievement for those who misfortune has curtailed their full potential.

DAWN PARTICIPANT REPORT

Delivered at Kansas Regional Meeting

by

Lawrence H. Forestal, Jr.

No doubt procedures for coordinating adult education for the deaf programs vary greatly from one place to another place all over the nation. Some DAWN participants began their "mission impossible" with ordinary deaf citizens, whereas some other DAWNers started theirs with a state or local director of adult education. As a matter of fact, all the DAWNers contacted state directors in their home states as they were assigned to write letters to them at San Fernando Valley State College last summer. Different responses and different reactions can lead to different procedures for obtaining financial support or fund sources to meet the basic needs of deaf adults.

STATE and LOCAL DIRECTORS

Dr. Leonard R. Hill, the Director of Adult Basic Education in Nebraska will give a lecture, "Adult Basic Education in the State of Nebraska" at the Nebraska School for the Deaf on Monday evening, March 15. I regret that he is unable to attend this meeting due to insufficient travel funds. He is cooperative in every respect; he has expressed his belief that deaf adults in Nebraska should have what they want in order to further their education or develop their technical skills. He has also stated that he needs the adult education survey so that he could justify funds to meet adult education needs of deaf people. At the January 21 Adult Education Meeting it was made clear that it is the deaf community leaders who should take action upon the badly needed adult education for the deaf programs.

Mr. John Sheldon, Dean of Omaha Technical College, has indicated that the January 21st Adult Education Meeting will lead to some constructive planning and assistance to the future of deaf enrollees. He regretted that he is unable to come here, but he is very much interested in knowing the results of what we are doing here today. In his recent letter he stated that the Omaha Technical College is willing to counsel with groups or individually regarding the program offerings. Mr. Kenneth Mahaffey will be able to work with individuals wanting high school credit subjects. Mr. Harry Alexander will be available for counseling in regard to the full time vocational programs. Both men can be reached through the Department of Vocational and Adult Education at Omaha Technical College.

Mr. Lonnie Johnson, Principal of Adult High School in Lincoln, attended the January 21st Adult Education meeting. He has expressed a desire to offer courses to interested deaf people in Lincoln, and has indicated his willingness to familiarize himself with what deaf adults want to learn and to do what he can to help them. Mrs. Eleanor Propp and Mrs. Barbara O'Mara, who have long been active in Manual Communication classes in Omaha and Lincoln, are in contact with Mr. Johnson. It is my hope that their experiences and dedicated involvement will further expand the adult education for the deaf in the metropolitan area of Lincoln in the near future.

JANUARY 21st ADULT EDUCATION MEETING
and THE SURVEY PROBLEM

The first adult education meeting took place at the Nebraska School for the Deaf in Omaha. Mr. George H. Thompson, the Superintendent of the Nebraska School for the Deaf; Mr. Arthur Sand, the director of Omaha Vocational Rehabilitation; Mr. Oren Beatty from Iowa Western Community College; Dr. Leonard Hill; Mr. John Sheldon; Mr. Lonnie Johnson; Mr. Bill Kautzky, and community leaders of the deaf attended. You can read the mimeographed copy of the meeting.

At the meeting we were unquestionably in an exploratory stage. No important decisions were made; however, we were requested to survey deaf people's adult education needs or interests. No doubt I have the survey problem.

Four deaf people came to my house for a survey committee meeting a few days after the adult education meeting. We all discussed survey procedures and expenses to cover stationery and postage. We agreed that we should survey statewide and that the Nebraska School for the Deaf Alumni Association and the Nebraska Association of the Deaf would be ideal groups to assume leadership in the adult education survey. The President of the Nebraska Alumni Association stated that the Nebraska Association of the Deaf should take a full responsibility to offer deaf people a service like the said survey. I wrote a letter to the President of the Nebraska Association of the Deaf requesting a financial support of fifty dollars and stating that stamped self-addressed envelopes were preferred so that we could get a great number of responses. The Board of the Nebraska Association of the Deaf did not approve of the money request because they agreed that it would be poor judgment. The Board suggested that the survey questionnaire be inserted in the next Deaf Nebraskan issue.

I do not believe that the questionnaire inserted in the Deaf Nebraskan is effective, as this approach undoubtedly means a very weak response. As I knew, Dr. Hill wants facts and adequate information to back his fund proposals. I believe that the deaf community leaders are fully responsible for successes or failures of adult education programs from which deaf people of Nebraska can benefit.

Speaking of the Nebraska Association of the Deaf's participation in adult education, I think that it is possible to compromise in one way or another. It may be much less expensive to limit the adult education survey by narrowing it in the cities of Omaha and Lincoln.

I would like to quote Mr. George Propp who wrote a letter as the Secretary of the Nebraska Association of the Deaf. His statements are worth thinking about: (1) "Courses offered in general adult education programs are not attuned to the needs of the deaf." I think that it is true. (2) "The deaf student in adult education courses will require specialized methods of instruction." Communication problems can be remedied by use of interpreters or by employment of instructors who have manual communication skills. (3) "Paying standard rates of tuition in adult education programs would work a hardship, or otherwise limit deaf participation." Fund sources may be possibly obtained.

Different points of view can strengthen or weaken the adult education movement in Nebraska; proper communication can guarantee progress.

DAWN PARTICIPANT REPORT

Delivered at Kansas Regional Meeting
by

Robert Cunningham

I am pleased to be here this morning with you good people who have come to participate in this Adult Basic Education for the Deaf meeting. I want to thank our hostess my good friend, Dorothy Ruge, for her efforts in arranging this meeting.

Today I will discuss with you the success and problems I have had in organizing adult education classes for the deaf. On my return trip to Alabama from Project DAWN at SFVSC last summer, I was very enthusiastic over my role in these programs. In other words, I was highly motivated at planning and executing these adult education programs for my people, due to the hard work of Carl Kirchner and his crew who directed and trained us in ABE from dawn till dusk through what seemed a years college study in one short month.

My first directive was to sell the idea of continuing education to the deaf citizens and get them interested in adult education. This required numerous weekendtrips to all principal cities in the state, starting with Huntsville, the Rocket City in the north, I worked down to Mobile, the port city in the south.

As I read the mood of the deaf people in our state, the majority has become increasingly aware that vigorous advances in science and technology are changing the job market continuously. Moreover with the increasing complexity of many jobs as technological developments continue, higher educational requirements will continue to be stressed by employers. All the more so since so many hearing persons with high school or higher education will be available. The gap is getting wider! The more technology advances, the more disadvantaged the undereducated becomes. This is where Adult Basic Education enters the picture for a great deal of our deaf population.

The road toward organizing my first adult program was a rather rough one and included some problems. For instance, after writing several letters to the State Director of Adult Education and receiving no reply to them, I decided to strike out on my own and see what I could accomplish.

On my first venture I somehow got the proverbial horse before the cart. It came to my attention that not a single deaf person was employed by the U.S. Post Office in my state although many had tried to pass the tests and failed or were not hired for some reason or other. So I signed up 34 people for,an Adult Education Class to assist them in passing their Clerk-Carrier examination. I decided to call on the local post master and inform him of our planned classes and discuss the possibilities of employment of the deaf. To my dismay, he suggested that I postpone the classes for the present, due to the fact that they were moving into new facilities which were equipped with LSM's, letter sorting machines, and other automated methods. They were expecting a substantial surplus of employees upon entering the new facility, and no new programs could be initiated until this is used up. The postmaster promised to explore the possibilities of a program for the deaf and discuss it with higher levels of officials. I am still working on this program.

Next I paid a visit to the adult education director at our local Board of Education to discuss plans for an adult education class for the deaf. I discovered they were somewhat reluctant to become involved in securing funds for such a class until the deaf citizens could demonstrate that they were generally interested in attending the classes as the local funds were limited and for several other possible reasons. They suggested that I contact the director of the YWCA and discuss my plans with her as they had a volunteer non-funded adult education program. I was introduced to Mary Ann Smith, Adult Education director at the YWCA and in a short time we had the ball rolling. Working together we began to draw up a proposal of the type of program we were planning and get the local vocational rehabilitation agency and the speech and hearing center and other civic groups involved in order to assist obtaining funds for the classes once we had them started. We planned a meeting of the local deaf citizens on February 9 to pass out questionnaires and determine how many people would be interested in attending classes. There were about 45 people present at the meeting and 38 signed up for the classes. We had our first classes on Tuesday and Thursday the following week, using volunteer teachers. In the meantime the vocational rehabilitation counselor, the principal of the speech and hearing center, the YWCA director and myself were making plans to submit a proposal to the state director of ABE for a grant to support our classes. The prospect for our adult education class appears to be dawning and we are near the turning point. I have volunteered to teach English to the basic class for the present.

On February 16 I received a copy of a letter from Norman O. Parker, State Coordinator of Adult Basic Education to Dr. W. C. Matheson, Assistant Superintendent of Birmingham City Board of Education in which he stated that he would be glad to help in any way in organizing a class for the adult deaf.

The next day I called on Miss Ethel Gibson, Executive Director of the YWCA and discussed the letter with her and she and Mary Ann Smith, the adult program director offered to call on Mr. Matherson and explain our proposed classes and our needs.

Miss Gibson and Mrs. Smith met with Dr. Matherson on February 18. He talked with Mr. Parker in Montgomery who told him money was available for deaf adult basic education. Dr. Matherson agreed that money could be utilized in a program at the YWCA. He asked us to compute the amount of money we needed for materials and teachers. We now have about 46 people signed up for classes.

In the evening of the same day we held a meeting of our planning committee which was attended by Miss Gibson and Mrs. Smith of the YWCA; Ted Fuller, Principal of the Speech and Hearing Center; Alan Markeles, Vocational Rehabilitation Counselor; Harvey Williams, Interpreter and myself. We began the task of planning our budget to meet the needs of our classes and also to recruit qualified teachers. Mr. Fuller and myself agreed that I should continue to supervise the program and keep the teachers informed of any problems among the students and also to explore areas in which we could improve our classes.

There appears to be a feeling of uncertainty among most deaf citizens lately due to the rise in unemployment and the economic outlook. They are more concerned about the possibility of losing their jobs to automation and sense the need to improve their education to meet the challenge of these changing times. It seems that under the circumstances this was the appropriate time to begin organizing our adult education program,

and the response was greater than I had anticipated. The problem I am faced with now is to continue to hold their interest once they have enrolled in the class. Only hard work and time will tell how successful our program will turn out in the long run.

It could possibly be a coincidence, but I've noticed that since I started working on our ABE program, it seems that more attention has been focused on the education of the adult deaf in my state, now that the problem has been brought out in the open. There are a few points of interest relative to this matter which I would like to mention.

About a month ago the State School for the Deaf in Talladega completed a closed circuit television network over which they can telecast to many of the classrooms and dormitories. Programs that originate on campus or they can switch to the networks. Mr. Gordon Doss, assistant Supervisor of V.R. services to the deaf and blind has visited the campus and is very interested in working together with the president of the school to develop procedures for a state wide program for the deaf over the educational television network at regular intervals. It is also believed the commercial stations were interested in this program.

Also I would like to call your attention to the recent Alabama conference on Education and Rehabilitation of the Deaf which was held in Talladega on November 13 & 14, 1970. This was a statewide conference and a large number of deaf citizens were invited to participate in the workshop discussions on improving education and rehabilitation services to deaf children and adults. We talked directly about how we could better work together to improve cooperation of education, rehabilitation and deaf adults in Alabama in providing better services to the deaf in our state.

To further improve adult education opportunities for the deaf, the Special Technical Facility for the Deaf and Blind located in Talladega, Alabama, recently added four new people to its staff. Working in the academic and clinical fields, the new staff substantially increases the program of services being rendered for the deaf. The new staffers are, Mr. J.B. MCDaniel, instructor in academic and related subjects for the deaf; Miss Gloria Davis, speech clinician; Miss Lucile Pierce, basic academic subjects; and Mr. James Sims, basic power mechanics.

I have been asked to present an outline of our adult education program at the state wide meeting of the Deaf Advisory Committee to Vocational Rehabilitation, of which I am a special consultant this Saturday in Montgomery. The more publicity the better for our program.

Without a good education, the deaf man is starting out in life with two strikes against him as he competes against overwhelming odds. A master's degree and even a doctorate are regarded as very important in today's world. A bachelor's degree is not adequate. We must continue to improve our educational status at all levels.

DAWN PARTICIPANT REPORT
Delivered at Kansas Regional Meeting
by

Medford M. Magill

Upon returning from SFVSC, I was enthusiastic about promoting the ABE program, but I was tied down with several pre-planned activities such as being the state association representative to the N.A.D. Convention.

Fortunately the circumstances brought about half of the Project DAWNers together once again there. There I participated on the ABE panel.

A few days before my planned flight to the N.A.D. Convention, I received a letter from the State ABE Director, Mr. Earl Hammett.

On September 24, 1970, an interpreter and I had a meeting with Mr. Hammett on exploring the possibilities of starting ABE for the deaf. The meeting with him was very encouraging. He informed me that there is a well equipped Adult Education Center in Baton Rouge, but that it is not prepared for deaf students. However, he seemed to be enthusiastic about adding a program for the adult deaf. After further discussion, he admitted that there were no funds to meet the needs of the deaf.

I am beginning to accept the fact that the geographical influence where the people live must be true and realize that the goals on beginning ABE classes cannot be achieved within 6 months or maybe a year.

The only successful ABE achievement which is just a step on the threshold, will begin very soon at the Catholic Deaf Center at New Orleans by Father Howell. The course will be basic English.

DAWN PARTICIPANT REPORT

Delivered at Kansas Regional Meeting
by

Dorothy Ruge

After our summer was out of the way and we were settling into our fall schedules, the Deaf and Hard of Hearing Counseling Service began to duscuss ways and means of getting interpreters for the existing ABE classes. We made a list of all those we knew of and came up with very few people who could or would be willing to interpret. We also met with some to find out how they felt about interpreting and the results were quite negative.

Faye here has been our only dependable interpreter for a long time (she has not turned us down yet) and we knew she would not want to refuse us, but to expect one person to give up two nights a week and two hours of interpreting a night, would be expecting too much of any one person who already has a very full life. Besides this, we have her in mind for the lecture series and safe driving course we want to start. Jody already had her hands quite full interpreting for the group of Catholic deaf people. For a job such as this, just any person will not do as the interpreter must be interested and good enough to be understood by the deaf who come to class. If we fail in getting the lessons across to them this time, perhaps it would be too much of a disappointment and many of the deaf would be too discouraged to ever try again.

So for awhile we stopped our search and began to think in another direction. Since the people most interested in the total welfare of the deaf is this agency, we wondered why not go ahead and see if I would teach the classes. However, the answer was that the teacher had to have a Kansas Teacher's Certificate and I do not have one. With not enough interpreters to depend on and the qualifications which I could not meet, we turned our attention to try to improve our sign language classes. We came up with the idea of two lessons a week, two hours a lesson, for a twenty lesson course instead of the old one lesson a week for sixteen lessons. This class has only been going about two months, but already we have noticed an improvement.

However, it takes quite a long time to turn out an interpreter and many are not able to keep coming long enough to become interpreters. People say about three years of sign language classes are required before a person is really good enough.

Also, about this time, it was time to begin work on this follow-up meeting. Planning the program, we went over to see the ABE Directors and found out that I was qualified to teach ABE classes. So we can do away with an interpreter.

Here in Wichita the funds for ABE will stop in March because it seems that Wichita is not following government requirements for integration. . . which brings us to another problem, who will pay for our ABE classes? State wide, we have yet to really work with the cities that might be able to start having ABE classes for the deaf. These are Kansas City, Olathe,

Topeka and Hutchinson. The ABE director, a Vocational Rehabilitation Counselor and a deaf couple from each of these cities were informed of this meeting. The Olathe-Kansas City area had classes several years ago. The reports we have heard were that the classes were not very successful. I do not know if these were ABE classes or different kinds of classes. Hutchinson may not have enough deaf people to start a class only for deaf people. The usual requirement is 7 to 10 or more. If they used an interpreter, there would be the problem of paying for her. Who would do this?

After this meeting I will try to find people in these cities who want to work with me to explore the possibility of having ABE classes for the deaf in these areas. There are no other places in Kansas where there is a large enough population of deaf people to make it possible to start ABE classes.

Here in Wichita, the ABE classes will be started as soon as we can iron out a few of our problems, such as funding and location and announcments, and making the deaf people aware that there are classes. This will be quite a problem, but we hope through this meeting word will get through. If it does not, one of the ways would be personal contact. When this Deaf and Hard of Hearing Counseling Service can start the classes, they will be announced through our newsletter, THE WHISPER.

DAWN PARTICIPANT REPORT

Delivered at Kansas Regional Meeting
by

Eileen Schowalter

Before I begin my report, I would like to quote Sidney Hurwitz from one of his writings:

"It is important that we be sensitive to what deaf people are prepared to learn, rather than what we think they ought to learn."

In the month of August, a conference was held with the Chairman of the Roundtable Representatives of St. Louis with an ex-officio (last year's Chairman), another Project DAWN participant, three interested observers, and myself. There was a general discussion on several aspects and problems of adult education programs for the deaf for the St. Louis deaf community. Home movies of the summer institute were then shown. It was decided that small steps be taken with the Roundtable Representatives of the Community Center for the Deaf. The Roundtable is an organization embodied by representatives from 18 member organizations of and for the deaf in St. Louis and its environs -- most of which are church groups, social clubs, fraternal organizations, alumni associations, and service agencies (St. Louis Hearing & Speech Center and Work Experience Center).

In the year of 1965-66 an adult education program was begun at the Community Center for the Deaf. The courses offered were Basic English, Reading, Math Refresher, and Algebra. At the beginning of the program the idea of adult education had spread like wildfire throughout the deaf community in St. Louis and its environs and there was a large enrollment to insure a good start. But to our surprise and disappointment, attendance declined rapidly after a few weeks of classes. The classes had to be discontinued. My theoretical explanation for this rapid decline of attendance is that the courses were being taught by the seminarians at St. Louis University who were in training for priesthood and male volunteers. Also, the needs and interests of the deaf community of St. Louis were determined by the Community Center for the Deaf without actually inquiring of the members of the deaf community. The location of the center and the social aspect of going to classes rather than for educational purposes may be two more of an endless list of factors which led to the decline of attendance. The factors I have stated may be the primary reasons of the decline of interest in adult education. The following year a course in driving was offered -- four weeks of instruction is given and the actual driving course was taken at a high school which had an evening program for adult education. This course was successful and quite a lot deaf adults went through the course. This course lasted a couple of years but is now discontinued. A course in the language of signs has been offered since 1965 and is still being offered. Now back to 1970-71, the mistakes of 1965-66 explain the predominant atmosphere of skepticism to try again.

As I mentioned before, it was decided to start with small steps. I was to get into correspondence with the State ABE Director while the

Roundtable would begin spreading the idea of adult education for the deaf among the organizations of and for the deaf and diverse deaf groups in St. Louis. One major problem which prevented me from fully assuming the para-professional role is that I am no longer living in St. Louis, Last September I moved to Jacksonville, Illinois (which is about 90 miles from St. Louis) to begin my work as a social worker at the Illinois School for the Deaf. There were several attempts made via letters to get in touch with the Missouri State ABE Director, but to no avail. I thought the best thing I could do for the Roundtable was to make a Manual to give the Roundtable guidelines in organizing and establishing an adult education program for the deaf on the local level.

Excerpt from the Adult Basic Education "Manual" for the Roundtable Representatives:

"I (Eileen Schowalter) believe it is a must that the Roundtable Representatives consider and plan an adult education program for the deaf population in the Greater St. Louis Area. It requires community leadership on the basis of the Roundtable Representatives who are supposedly the leaders of the deaf among the diverse groups in St. Louis and its environs and who are interested in the welfare of the deaf. Involvement of hearing people in the Planning of adult education programs is undoubtedly important. The state director of Adult Basic Education (ABE) and local adult education agencies should be involved in the planning.

This "Manual" is a compilation of selected materials accummulated from the workshops of Project DAWN and data collected from my reserach. It is hoped this "Manual" will serve its purpose in getting the ball rolling for the Roundtable. I have found it very difficult to assume a para-professional role in absentia and to work on the deaf community level as well with the local adult education agencies. Thus, I must ask you, the Roundtable Representatives, to assume that role. The Roundtable's role in Adult Basic Education for the Deaf should be as follows:

a. Determine the wants and needs of the deaf community on the local level.
b. Sell ABE to:
   schools for the deaf in your area
   the deaf community
   adult education agencies in your area
   etc.
c. Tear down the stigma of adult education
d. Get involved in the hearing community
e. Make the deaf community aware of their own needs
f. Involve educators and professionals of the deaf
g. Initiate interest and cooperation from the new local chapter of RID

The Roundtable is sponsoring two of its representatives to the workshop here (Mr. Raymond Atwood and Mr. Archie Marshall). There is a lady, Miss Del Finley, present at this meeting. Miss Finley is on the Board of the Adult Education Council of Greater St. Louis -- this local adult education agency is a coordinating agency, an information center, and a sponsoring agency for new adult education services which are needed in the community. This agency was not aware of the interest and need of adult education among the deaf of St. Louis until it was brought to its attention not too long ago. It is hoped after this workshop the Roundtable and the Adult Education Council will be working together.

I am at a loss to understand the possible reasons why the State ABE Director does not reply to my letters. I am going to ask the Roundtable and the Adult Education Council to ask for cooperation from the State Director. We will not stop here. There will be an effort to have a meeting on the community level in the near future with the Roundtable, educators of the deaf, adult education agencies, and other personnel who may be involved in adult education for the deaf, i.e. the local chapter of Registry of Interpreters for the Deaf (RID).

I must say that we are moving rather slowly in promoting adult education for the deaf in St. Louis; however, it is better to be slow but sure. Instead of merely saying that we know of many deaf adults who are in need of adult education or are interested in taking courses, we must be prepared to discuss facts. How many deaf people are we referring to? What are they interested in? What do they want and need? Remember--"It is important that we be sensitive to what deaf people are prepared to learn, rather than what we think they ought to learn."

DAWN PARTICIPANT REPORT

Delivered at Kansas Regional Meeting
by

Charlotte Collums
in absentia

To begin with, it grieves me deeply not to be able to be with you all at this meeting. I am there in spirit and if any of you feel as if someone is peeking over your shoulder. . .it's me.

When I returned to Little Rock from SFVSC, I received a very cordial letter from the Arkansas ABE Director, Mr. Luther Black, in response to the one I had sent him while I was in California.

I made an appointment for a meeting with him and shortly afterwards I, along with the President of the Arkansas Association of the Deaf and an interpreter, had a very satisfactory talk with Mr. Black. He gave us the utmost encouragement to start a program and promised all the aid available.

I called a meeting of any interested deaf, the Deaf School Superintendent, rehabilitation representatives, and the supervising teacher at the Deaf School (who had indicated a desire to be associated with the program). After this meeting, things went along just fine. We got the Pulaski County School System to sponsor the program (a "first" I was told), faculty members were chosen---one deaf for Consumer Education and a hearing teacher from ASD for English. Co-ordinator of the program was the supervising teacher from ASD.

The classes are being held on Tuesdays and Thursdays at Arkansas School for the Deaf. I am very happy that Arkansas has ABE. . .thanks to Project DAWN.

ON CHOOSING MYSELF

Walter S. Friesen
Dean, University College
Wichita State University
Wichita, Kansas

I need you. There is love here, and courage. I feel surrounded and held up in a healthy, freeing way. You have something I want. What I want is to be in my doing, and do in my being. I think I would rather be right here this moment than anywhere else in the world. This is my place right now. I choose it. And I like myself, I approve of myself. Maybe I can make a little progress toward more freedom, and more fulfillment today because of you.

Now, since you have all been sitting for awhile and need to stretch, it would please me if you would stand and communicate an important message to the persons nearest you. The message is this: "I approve of myself, and because I approve of myself, I reach out to you to tell you that I approve of you, too."

(NOTE: I felt deeply involved. Beauty, warmth, and regard seemed to shine through as people spoke the words to each other in signs and some with voice. It is one of the most vivid communication experiences I have ever had and I am even now enriched by the memory.)

I have come to share with you some of the treasures which others have handed me--teachers, poets, prophets, and children. I want to be with you and have you be with me in three different modes: (a) the educator in me;(b) the psychologist in me: and (c) the personal, intimate symbols with which I communicate to myself.

MODE I: EDUCATION

First, then, the educator in me. I want to share the principles of learning and human development which have come to seem most important to me as a counselor, professor and administrator in the last several years. I suspect that you already know these principles, but it may help us to reinforce them again--particularly since you are the ones who will relate in a teaching, freeing way to men and women who remain largely unopened and unfulfilled in their private silent world.

Instruction and Education. There is a difference between instruction and education, and there is a difference between training and creating. Instruction is the process by which a learner receives the information necessary for him to produce a new, desired behavior. It is characterized by a flow of data inward from an external source. By contrast, education is the process by which the learner creates inside himself his own new integration of information and is able to produce a new behavior. The direction-flow is inside-out.

In a similar way, training is the business of learning the common, accepted, formulated way of doing things, whereas creating is finding a novel way of doing things, an internal discovery of a new whole.

Both processes--instruction and education, training and creating--are essential for learning which releases the human spirit and enables human potential to become actualized. For instance, I assume that it takes considerable instruction and training to master sign language, but that the mere acquisition of the signs is not at all synonymous with creative, emotive communication. The point is that vibrant poetry cannot be communicated in sign language until the transmitter has learned the basic signs agreed upon in the community. But that is not enough, for poetry is feeling and that comes from within.

Although all of us know in our own selves the difference between training and education, it is not at all uncommon to discover that most formal school learning deals with the training, instructional half of the process and that education--literally the "leading forth" of that which is inside--is often much neglected. Indeed, a time and function analysis of the planned learning experiences of both children and adults reveals great imbalance between instruction and education. And we wonder why many of the most gifted learners rebel against their school experience!

One of the important tentative conclusions I have reached is that it is a grave mistake to assume that training should be completed before education begins. While it is obviously true that specific, standard skills are a necessary discipline without which there can be no full creativity, I argue that the two processes must coincide. The determination and persistence needed to master any difficult discipline does not develop inside the learner before he sees possibilities in himself as a person. No, the decision of "I will" in the learner may be released after someone has awakened him to his worth and possibility. That awakening is almost certainly the most important element of the education, "leading out" process.

Basic Human Needs

If one is persuaded that the why and what of education includes the awakening and leading out of the self in the learner, then one may naturally begin to think about the how. But before dealing briefly with some of the most basic methods, it may help to remind ourselves of the fundamental human needs and how those needs motivate human behavior. For this I turn to Maslow (9) who has spent most of his professional life studying and trying to understand exceptionally well functioning, creative people. He concluded that there are five very basic needs and that there is a natural heirarchical order in which those needs must be met.

Bodily processes. The first most basic need is for a healthy, functioning body, including food, water, elimination, sex, etc. While bodily needs are unmet, the person cannot turn to fulfill the next needs.

Safety. The second fundamental need is for protection from weather, from enemies, from social-psychological separation.

Love. The third great need is for love and affection--toward others and from others. Without the giving and receiving of love, the person cannot progress in his development as a person. It is important to understand that the giving of love and affection and its being received by others is the real test by which we know that we are loved.

Self-esteem. The fourth need is for self-regard. To see one's self as worthy, valuable, acceptable is a fundamental requirement for full human development. This need cannot be fulfilled without giving and receiving love.

Self-actualization. The most profound of all human needs is to discover one's own self, to explore new potentials, to bring into real existence that which is latently in us. To be what I am and to become what I can become--that is my most fervent desire. It is my understanding that this is what Project DAWN is all about--the process whereby the hard of hearing empower themselves and each other to meet basic survival needs and then reach down into the depths of their beings to release the creative potential.

Basic Educational Processes

In what ways do people meet their basic needs?

Association. Wherever people have a common need they tend to gather. They come to each other for identity, for security and for stimulation (1). The association of persons enables its members to feel that they belong, that they have a name, a street address in this universe! In the association there is human exchange, people respond to each other, they get feedback from each other and so can know whether or not they are on course.

Depending upon the sophistication of the association, the group as a whole works in behalf of all its members for minimal safety. And when minimal security is achieved, the group devises ways to amuse, enlighten and stimulate each other. Sometimes, in their effort to overcome boredom (too much security), the group chooses ways that are dangerous and destructive. But the very life of the association as an association is dependent upon maintaining balance between security and stimulation, with a slight edge to stimulation over security. This seems to be universally true: man reaches toward the unknown.

Individuals tend to learn most rapidly when they belong to an association whose direction, whose activities support and reinforce the individual's educational goals. So strong is the influence of peer association that an individual can scarcely learn some new skill or behavior if that behavior meets disapproval in the association.

What is to be concluded? This, that if we wish to help people grow and develop rapidly, they must have an opportunity to participate in a community which shares similar values, hopes and endeavors.

I remember a very absorbing parable written by Nels Ferre', entitled "The Sun and the Umbrella." As I recall the parable, the people lived under a huge umbrella and would never venture out except at night. The people were sickly, anemic, and usually died at an early age. But the elders kept the system alive, creating many superstitions which they themselves believed to be true. One day a man came toward the umbrella at full day, apparently able to walk in the direct light of the sun! But the elders took him in secretly and pled with him not to venture out again. When the man scoffed at their concern, the elders became greatly troubled. And when he began to tell them that the sun was good and that life is actually sustained by the sun, they killed him. Afterward some of the more daring young men who had overheard the stranger decided to venture out into the sun. But others remained under the umbrella fearfully hovering in the shade.

Besides the rather obvious allegory, the parable points here to the fact that our primary associations have great power over us--for freedom or for darkness. It is imperative that we who care about human fulfillment use the power of peer association creatively and wisely.

Social modeling. A process strongly related to peer association is that of social modeling (2). We learn to walk, to talk, to think, to feel very largely by following after significant persons whom we admire. The living example is more potent than words. Nearly all skills we learn have been first demonstrated to us.

Social modeling requires a relation of sorts between the model and the learner. The learner sees himself as capable of doing and being as the model does and is, and hence begins to follow.

Precisely because modeling is such a potent force is human development, it is necessary for us who work as educators to arrange for a broad variety of models for our learners. Human development ought not to be trusted to a narrowly limited range of possible behaviors. Limitations in models results in the limiting of the emerging person. People whose models have been seriously limited and limiting tend to develop as cripples in some manner or another. This is the curse of the ghetto. And there are many kinds of ghettos--those which keep Blacks with Blacks, those which keep the rich and the aristocratic to themselves, those which keep Christians in their sanctuary, and those which keep the hard of hearing in a separate community.

If the learner identifies withreal people who are authentically moving toward freeing themselves and others, he, too, will venture. If he identifies with persons who decide and live by reason rather than out of impulse or blind habit, he will become a dependable, decisive person who can make mature judgments. Need I go on?

Territory. Each person inhabits life space. For some that space is small and restricting, while for others it is vast and almost unlimited. The healthy person seeks power and authority over territory around himself. Indeed, human development seems to thrive on the activity of acquiring, imporving, maintaining and protecting personal property (1). It seems that hidden energies and much creativity is released when the person takes up the responsibilities of ownership. In fact, unless one has an area of authority--whether real and tangible or abstract--one is likely to experience anxiety, impotence, and retreat rather than personal expansion.

Territoriality is a principle at work, apparently, throughout all of life. It is rather well documented in virtually all forms of animal life and this suggests it to be primitive and enduring. It is in the acquisition, improvement and defense of property and space that man and animals fulfill at least partially their desire for identity, safety and novelty. If we wish to harness a major source of power for human development, we do well to heed the principle of territory.

(Perhaps it is this principle that makes the giving of gifts so important among people of good will. Is not the free giver saying to the receiver: "I give this gift to you to possess and cherish and use because I want you to be strong, powerful and free."? And such giving is recognized as categorically different from the giving which is an effort to possess and control the receiver.)

Educators, psychologists, social workers and politicians have much to learn about the principle of territoriality. Certainly it is clear that the educationally disadvantaged (more accurately the cheated and neglected) are characterized by a sense of powerlessness which coincides with dispossession and lack of personal property. In fact, educational disadvantage can be quite fully described as "lacking the power to act in one's own behalf."

MODE II: THE PSYCHOLOGY OF FREEDOM

Personal freedom is the capacity of an individual to take a hand in his own development, the power to act decisively, and to make a difference. All of us really seek this freedom and power to be self-directing and self-fulfilling. But not all are willing to pay the price of freedom, not willing to accept the responsibility visited upon a free person. Let us examine why some prefer not to be free. I call on Fromm (5)., June (7), May (10) and Frankl (4).

As the infant baby leaves the mother's womb and is separated from the placenta, he begins a separate life. And one of the very first things he does is let out a yelp--a yelp, I say, which is figurative and prophetic. He protests. The separation is traumatic for he must immediately begin to do for himself a few things which heretofore were done for him. Then, as the child grows and individuates himself from his mother, he develops his own will, his own wants. And as he reaches forward and outward, he loses his security and becomes personally vulnerable. This is the pattern: the more we are freed, the less secure and the more lonely we become.

It is a dreadful moment when we realize the truth: that to be free means to stand alone. In response to the terror of our loneliness and the burden of our responsibility we may take but three directions: (a) we can pretend it isn't so and hope that reality will reverse itself; (b) we can retreat, yield away our own destiny, and only hope that others will choose well for us; or (c) we can move forward decisionally and spontaneously in love and in labor, seeking a new level of union with self, others and nature (5). This latter is what it means to become a man of faith.

But many seek to escape freedom. One escape is to nurture and develop an authoritarian personality, to live a mode of life in which the person rids himself or self and the encombent responsibility of selfhood by achieving complete symbiosis with others. And this is done in two ways: by dominating and controlling others, or by submitting and being controlled. By making self mergent with the other, man hopes to ward off both loneliness and responsibility. He hopes to be able to say "It is not I" whenever a real issue arises; he wants to call on an authority:

"I'm the boss here, and what I say goes."
"Don't talk back to me, I'm the parent. Don't ask questions, do it because I say so."
"My teacher said. . .."
"Rollo May, Erich Fromm, Robert Ardrey said. . . ."
"Jesus said so. . . ."

Whenever man relies upon authority in this manner, he is ducking his freedom and the responsibility it requires. The authoritarian person is not free to choose, but has committed himself to relating to the world through pre-definitions and fixed stereotypes. And the tragedy is that the longer a person lives in that posture of escape and imaginary power, the more removed he becomes from his native self and the real possibilities within him.

Another common escape, closely related to authoritarianism, is to take the posture of total, automaton conformity. By adopting a role assigned to him in his cultural system and by playing that role exactly as specified, he ceases to be himself and can then manage his insecurity. Critical thinking, spontaneity and responsiveness are dangerous and must be suppressed at all costs. If one does what he is told and keeps in his place, he will be rewarded, he will be secure. The fact that he has to

spend most of his energy seeking out exactly what is expected doesn't bother him much, since it becomes the very way of life.

Of all the escape mechanisms, conformity may be the most common and most deadly. It is quite immune to correction until one experiences an existential crisis when there is no person and no formula from which to take cues. In such a dreadful moment some are called back to life and they choose the responsibility and anxiety of freedom, but others choose death--either in immediate suicide, or in the slower spiritual suicide of finding yet another order by which to conform themselves into oblivion.

The alternative to escape is to embrace. The free person chooses his life, affirms his world, says a monumental "Yes!" to his own existence and begins to live a life of decision and self-direction. He no longer lives his life out of rebellion and he refuses the life of impulse self-indulgence. He sees the possibilities and decides to discipline himself so that he can be present and at attention when life comes to him or flows out of him. He doesn't waste his time fighting reality but uses his energies in creative activity.

One of the stories Jesus told his friends was about the Father and his two sons. The one son lived a life of careful obedience, responding to every command and wish of his father. He did not question the authority of his father; or if he did, never acted out his doubt. Conformity was his life-mode; it became his identity.

The second son rebelled in his heart. He could not accept his position in life. He found life under his father and with his brother unbearable. Finally, he demanded his inheritance and left home to see the sights of the world. He attempted to forge a new identity, but all he could really manage to communicate to himself or to others was that he hated his father and scorned his brother. The meaning of his existence was rebellion, and it served him well enough for awhile. The hatred kept him functioning as a person until he had squandered his entire inheritance. And then one day he died--died to that part of him which hated his father and brother. He thought of himself no longer as the justified rebel, but rather as a free man who could go home to his father and brother under a new name, with a new identity which was truly, congruently, authentically his.

It is clear that the son who remained home, ever obedient and never questioning, was not a self-actualized person. He derived his food and his identity from his father. The second son was more spirited, but scarcely less enslaved than his brother. His name was "I-hate-my-father-and-I-have-left-him." It was as though he were hanging on to his father's coat lapels while kicking him in the shins.

But the wanderer returned under a new name! And what of the first son? When he heard the news that his father was throwing a party for the traitor son, he became angry and sulked. Finally, in the end he confronted his father with his hurt and anger. One can only assume that this honesty was the beginning of a new life and a new identity for him as well.

I must tell you that if your primary way of seeing yourself is as a deaf person, then you are not the freed person I hope you become. You are, to put it bluntly, either the non-risking conformist who unquestioningly accepts the identity given to you by some outsider or you are the angry rebel who clings to the negative image in lieu of being a person in your own right. But if you are the son on the return trip, then you are that one who is discovering his own internal name. I think it is changed from "I-am-deaf" to simply "I Am."

MODE III: THE SYMBOLS OF FREEDOM

I guess we've been pretty heavy. In the last few minutes of my special time with you, I want to share a bit of children's literature, part of a poem, and a concluding story out of my "Constitution." From "The Velveteen Rabbit" by Margery Williams (14) first.

It is a while after Christmas and the new Velveteen Rabbit is struggling with the meaning of his existence, wanting very much to be a "real" rabbit. Here he is talking with the Skin Horse in the nursery:

> "What is REAL?" asked the Rabbit one day, when they were lying side by side near the nursery fender, before Nana came to tidy the room. "Does it mean having things that buzz inside you and a stick-out handle?"
>
> "Real isn't how you are made," said the Skin Horse. "It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become REAL."
>
> "Does it hurt?" asked the Rabbit.
>
> "Sometimes," said the Skin Horse, for he was always truthful. "When you are Real you don't mind being hurt."
>
> "It doesn't happen all at once," said the Skin Horse. "You become. It takes a long time. That's why it doesn't often happen to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But these things don't matter at all, because once you are Real you can't be ugly, except to people who don't understand."
>
> "I suppose <u>you</u> are Real?" said the Rabbit. And then he wished he had not said it, for he thought the Skin Horse might be sensitive. But the Skin Horse only smiled.
>
> "The Boy's Uncle made me Real," he said. "That was a great many years ago; but once you are Real you can't become unreal again. It lasts for always."

And now a snatch of poetry from "New Heaven and New Earth" by D.H. Lawrence(8).

> I
>
> And so I cross into another world
> shyly and in homage linger for an invitation
> from this unknown that I would trespass on.

I am very glad, and all alone in the world,
all alone, and very glad, in a new world
where I am disembarked at last.

I could cry with joy, because I am in the new world, just
    ventured in.
I could cry with joy, and quite freely, there is nobody
    to know.

And whosoever the unknown people of this unknown world
    may be
they will never understand my weeping for joy to be
    adventuring among them
because it will still be a gesture of the old world I am making
which they will not understand, because it is quite, quite
    foreign to them.

II

I was so weary of the world,
I was so sick of it,
everything was tainted with myself,
skies, trees, flowers, birds, water,
people, houses, streets, vehicles, machines,
nations, armies, war, peace-talking,
work, recreation, governing, anarchy,
it was all tainted with myself, I knew it all to start with
because it was all myself.

When I gathered flowers, I knew it was myself plucking my
    own flowering.
When I went in a train, I knew it was myself travelling by
    my own invention.
When I heard the cannon of the war, I listened with my own
    ears to my own destruction.
When I saw the torn dead, I knew it was my own torn dead
    body.
It was all me, I had done it all in my own flesh.

III

I shall never forget the maniacal horror of it all in the end
When everything was me, I knew it all already, I anticipated it
    all in my soul
because I was the author and the result
I was the God and the creation at once;
creator, I looked at my creation;
created, I looked at myself, the creator:
it was a maniacal horror in the end.

I was a lover, I kissed the woman I loved,
And God of horror, I was kissing also myself.
I was a father and a begetter of children,
And oh, oh horror, I was begetting and conceiving in my own body.

IV

At last came death, sufficiency of death,
and that at last relieved me, I died. . . . . .

V

God, but it is good to have died and been trodden out,
trodden to nought in sour, dead earth,
quite to nought,
absolutely to nothing
nothing
nothing
nothing.

For when it is quite, quite nothing, then it is everything.
When I am trodden quite out, quite, quite out,
every vestige gone, then I am here
risen, and setting my foot on another world
risen, accomplishing a resurrection
risen, not born again, but risen, body the same as before,
new beyond knowledge of newness, alive beyond life,
proud beyond inkling or furthest conception of pride,
living where life was never yet dreamed of, nor hinted at,
here, in the other world, still terrestrial
myself, the same as before, yet unaccountably new.

VI

I, in the sour black tomb, trodden to absolute death
I put out my hand in the night, one night, and my hand
touched that which was verily not me,
verily it was not me.
Where I had been was a sudden blaze,
a sudden flaring blaze!

So I put my hand out further, a little further
and I felt that which was not I,
it verily was not I,
it was the unknown.

Ha, I was a blaze leaping up!
I was a tiger bursting into sunlight.
I was greedy, I was mad for the unknown.
I, new-risen, resurrected, starved from the tomb,
starved from a life of devouring always myself,
now here was I, new-awakened, with my hand stretching out
and touching the unknown, the real unknown, the unknown
unknown.

Finally, a postlogue from my "Constitution." This was written by John (6). I shall not call him Jesus, but Joshua this time. Sometimes we conjure up such impossible dieties at the name of Jesus that we can't see the reality to which he points. I read and heard this story many, many times before it ever spoke to me.

Joshua was on his way to Jerusalem and passed through Bethesda which had become a health resort of sorts. You see, there was a hot mineral spring there--perhaps like Hot Springs, Arkansas. A little pool had been carved out of the rock and the water would come bubbling up, filling the pool. Whoever got into the water when it filled the basin got better of whatever ailed him. And so people used to sit and lie about, waiting for the water to bubble up, and then there would be a mad rush to get into the pool.

One crippled man had been there a very long time--would you believe 38 years?--waiting for his chance to get cured. You know who that was? Walt Friesen. Yes. (So now it's my story.) I was lying there on my sleeping bag, somewhat resentful and protesting, but the fire of my anger had gone out some time ago. By this time I had got used to waiting and being shoved out of turn. Indeed, my whole self-concept could be called "waiting."

And then Joshua came up and looked intently at me on the sleeping bag. Finally he spoke: "Hey, Walter! Do you want to be well?"

I was offended to the core of my being! Raising my body up on one elbow, I looked at this man with fierce anger and hissed at him: "What do you mean, do I want to be well? Don't you realize that I have been here 38 years waiting for my turn? Can't you see I am determined? Don't you know, don't you care that while I am getting ready to go down into the pool, others always crowd in ahead of me? Don't tell me about wanting to be well! I've got nobody to help me, no relative, no servant, no one who loves me enough . . ."

"You see, man, it's this way. I'm not really responsible for my condition. I was born on a farm near Garden City, Kansas, right at the beginning of the dust years, at the start of the Great Depression, the last one of five children born to Mennonite parents. And we were poor. As a young boy I saw my Father lose his farm and his courage. Finally, we moved to Meade, Kansas, where we were "outsiders" in that closed Mennonite community. And, well I didn't go to a big high school. I attended Meade Bible Academy where I was valedictorian with a "B" average in a graduating class of thirteen. Big deal! And when I was growing up, Dad drove a beat-up old '36 Ford, and Lord, you know I couldn't get a date with that kind of trap. Shall I go on? The circumstances were against me. If I could only have. . ."

"Get up!" Joshua shouted down at me interrupting my well-rehearsed story, "Get up! Get up. Roll up your bag and walk!"

I trembled at his command and was utterly astonished at his rudeness. Why, even the unkindest of men would listen to my story even if they kept looking away and were wanting to go. Yes, they'd hear me out. But this man was angry with me.

And then his voice softened a bit as he spoke again. "You, Walt Friesen, have been waiting here for 38 years? I have news for you, my friend. You can get up and walk right now because there is no one coming to help you into that pool. No one. You can wait another 38 years for that. There is no Messiah such as you look for. But come, you are loved

as you are. You're approved as a man. Now get up, choose your life, say 'Yes!' to your whole existence. Yes. Roll up your bed."

I got up. Shakily, to be sure, but with a new sort of possibility throbbing in me. I found I could walk, even though I had a limp, even though I had acne scars on my face, though I was heavy-footed and awkward, even though I had some crazy needs, such as needing everyone to like me.

It seems absurd sometimes when I think about it, absurd that the good news should have reached me in this way. But I live by these two words: the word that I am loved unconditionally and the word that this is my life to live. Therefore, I choose to be Walt Friesen on this day, February 20, 1971.

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A DEAF MAN SPEAKS OUT

Wilbur J. Ruge
Pres., Kansas Assoc. of the Deaf

The Adult Basic Education program is probably the last chance for the Society to correct the serious educational deficiencies imposed on the deaf adults by its failure to give them proper educational programs on the first try and by its neglect of the deaf as a whole through its excessive dependence on sound.

For ABE to succeed, it must not repeat the faults and pitfalls of the earlier educational programs that failed. Only the deaf people themselves and the non-deaf who have strong rapport with them know exactly what should have been done. It behooves the ABE administrators to take in the aid and counsel of these people if any measurable success is to be expected of the programs for the deaf. For this reason, it is gratifying that we have some of our people already actively involved in the attempt to organize the basic education programs for the deaf adults - the Project DAWN.

For a typical deaf adult in need of basic education, circumstances are much more against him to undertake education programs now as an adult than before as a child. Because adult programs are voluntary, he is not inclined to commit himself to any class where he has the slightest feeling that there were not enough efforts made to facilitate his learning--good communication, correct verbal level, and appropriate pace. He remembers all too well the trying experiences of learning in his earlier years. His youth, the period most fertile to learning, was wasted away in the "normalizing process", a speech training with educational pace geared to the progress made in speech. All the superior methods of learning were barred for fear of hindering the speech program, thus hurting the education of this fellow and all others who were slow in developing speech skills. When he reached the age where he should soon begin earning his living, his parents finally came to the realization that he could never be what they had hoped. In desperation, they consented to place him in the special school (or class) which they had previously avoided because of its "deaf stigma." There, he was given highly practical training with little restriction on mode of communication, sign language being the main mode. Good progress is nearly always made in this type of training, but very often the time is too little and too late. Upon discharge from school as a young adult, he was physically capable of earning his living, but educationally deficient by the Society's standards.

This is a short story of the typical deaf adult in need of basic education. Actual stories may be many and different, but the cause of educational deficiency is the same in nearly all cases --too much of the normalizing process (any training for sake of restoration to "personal normality") at the expense of time needed for genuine education. While on this subject, I would like to question certain points in the reports of the Project DAWN participants which were read earlier today. One expressed an opinion that the deaf adults did not need specially prepared instructional courses and that they could, instead, be put into the existing ABE programs (with the Hearing) with interpreters provided for the deaf. Other "Dawner" spurned a suggestion by his local ABE director to establish special classes for the deaf, because he felt the deaf had enough of the

"sheltered" life in school and therefore they should be integrated with the hearing in the classes to learn to get along with the hearing. Such "integration" may work at the "Continuing Education" level, but I question very much that it will work at the BASIC education level. Anyway, why make more compromises against them when they had enough earlier? Why not give them a real break?

I agree with the idealism of the Society that the deaf and the hearing should be integrated, living together in this world with virtually no gap of any kind between them. To arrive at this idealism, both sides must make adjustments toward each other according to their abilities. Contrary to this postulate, all the adjustments so far have been forced upon us, the deaf. The hearing who can do anything and everything the deaf can do and more, hardly do any of their share of the adjustment. Why should this be?

It is very much harder for us to learn to speak and read lips than for the hearing to learn sign language. There is no reason why the hearing cannot or should not use sign language. Sign language is even easier than foreign languages that many take up in schools or colleges for practically no reason other than to earn credit hours. Why not then make sign language a credit course in public schools? It would be the most useful of any "foreign" language. Government funds should be sought to provide as incentives to schools for including sign language in their curriculum. Even if many who take such courses don't become adept in the use of signs, they will at least be able to make more meaningful hand gestures. Much of such little visual hints and gestures can do much to enlighten oral communication in this country where too many people are too straight-faced and too hand-tied.

Why society glares at us as if we were responsible for all sorts of gaps that exist between the deaf and hearing is beyond me. We admit our contribution is deafness, but the size of the gap is dictated by the majority in the Society, the hearing. How well we can fare depends on what the majority declares economical and convenient.

If one would theorize as to when the gap between the deaf and the hearing was at its narrowest or even non-existent, he would think it did not exist when Indians conversed in sign language. For white man, the gap was probably the narrowest in the period between the invention of the Gutenberg Press and the development of the telephone. This was the era of printed and written messages and personal contacts, no remote audio communications. A schooled deaf of that era (if any) would probably have very little trouble keeping up with an average hearing person.

Natural desire of man for convenience brought the telephone. Exactly as intended, it reduced drastically the necessity of making face-to-face contacts and written correspondence, upon much of which the deaf depend to carry out their chores of life. The speed and ease with which the hearing do their chores through the use of telephones make the deaf appear far more disadvantaged. The telephone also brought about job discrimination. Employers used it as an excuse for denying promotions to the deaf workers and disqualifying deaf job seekers. Ironically, as a matter of interest, deaf and deafness played a very important role in the development of the telephone. Alexander Graham Bell, credited with invention of the telephone, was a teacher of the deaf. Thomas A. Edison, who also worked on the telephone in competition against Mr. Bell, was hard of hearing. It is said that Edison did make a workable telephone before Bell did, but Edison would not apply for a patent on his phone until he got his earpiece loud enough to satisfy his poor hearing. Bell beat Edison to the patent, but Edison had the superior earpiece. Using the principles of Bell's mouth-

piece and Edison's earpiece, the telephone revolutionized the hearing world, driving the deaf-hearing gap infinitely wide.

The era beginning with the advent of telephone and down to the recent times may well be called the "Dark Ages of the Deaf." Technology advanced tremendously in that era, benefiting mankind with countless inventions and innovations. However, no invention or development is wholly good. For if anything new is gained, something has to give. The deaf invariably get the bad end of the deal. This was the era of audio. When each new audio-aid came up, it displaced or even put out of existence a visual-aid the deaf had been enjoying (witness the motion pictures). Early films were silent but full of captions. Any literate person regardless of hearing could enjoy them. But when the sound pictures came in it made captions unnecessary for the majority of the people. With captions no longer in major demand, the deaf world became devoid of the Society's most important educo-cultural medium.

Radio came and gave the hearing a very large margin of advantage in education and culture. The deaf received no compensation whatsoever for that offset. More and more public address systems came into popularity, supplementing and even replacing books, and providing additional facility of learning for the hearing. Intercoms, cheaper radios, hi-fi's, stereos, Citizen Band radios, so on, all the while the deaf world's educo-cultural position was held static for want of its share of equivalent aids, the visual aids.

One may argue that this era brought hearing aids. He must remember that all the hearing aid does is separate hard of hearing from the deaf, and makes no contribution whatsoever to the educational well being of the deaf. No audio-aid, no matter how great an amplification, can help the deaf. The visual-aid can help BOTH, the deaf and the hearing. Why resist it?

Even television, despite its name, is not a visual-aid. Not yet! Television has been my greatest dream and hope since the mid-30's when I first saw it in one of my favorite cartoon strips --Buck Rogers--a science fiction character of the 25th century. That strip was full of fascinating futuristic stuff; rocket ships, flying belts, disintegrator ray guns, etc. Even then as a deaf child, I singled out television as the thing for people like us. Almost unbelievably, my dream has come true with television here now as a common household item, but alas, my hope has yet to be fulfilled. Very little intelligible messages are put on the picture tube. For us, all the tube is good for are sports and action-type shows which require no message and are purely entertainment. For the shows where messages must be conveyed to be understood, television is nothing but an oversophisticated radio. They say it is not economically feasible to caption television shows for the benefit of a small percentage of viewers. Why, I always thought the hearing people could read, too. Besides, if information given off radio or television is intended for public consumption, the deaf have just as much right to the information as the hearing have. Where are our rights?

Now another of our free visual-aids is bound for extinction. Billboards! The public wants them removed for nothing more than aesthetic reasons. Just as the hearing people receive their information constantly and conveniently through their ears, so must we receive our information constantly and conveniently through our eyes. Signs and billboards are the only things that come conveniently before our eyes wherever we happen to look. Although not as high in educational value as radio, the billboards have always been very helpful in guiding us along in our lives,

increasing our awareness of countless things, contributing to our vocabulary, and keeping us up on the latest lingo. What will we get in place of the billboards? I can guess. Camouflaged loudspeakers along the highways to blare out commercials and mileages as autos go by!

We have been too submissive to the desires of the hearing world. Failing to cope with the audios and oral communication forced upon us, we turn to pretending and imitating. Adjusting physically to the hearing world is not very difficult since life is full of laws, procedures, and routines. By observation and "following the crowd," we shuffle ourselves into the hearing world, blending into it almost perfectly. We react like hearing people, making pretense of listening, and accepting cultures alien to us, even to the extent of "enjoying" music. There are many deaf people who are proud of having attained such status of "normality". Society applauds them and considers them "restored." Many of them would rather stay there than drop their pretense and sound out their real needs. To do otherwise would be an admission of their handicap. In this kind of existence we don't own ourselves. We are like automatons. They don't expect information from automatons. They think automatons respond only to commands. This is probably why roughly 90 percent of the visible messages given us are in the imperative mood.

Fortunately, we have enough deaf people who protest and press hard after our needs. In this past decade, we have been getting back some of our visual facilities and making some gains in the areas formerly dominated by the hearing. We now have captioned films for a wide variety of educational visual aids provided by special Federal government programs. We even made a breach in telephone by use of telephone-teletypewriters, and are now looking optimistically forward to the time when "visaphones" become economical enough for our use. More and more schools for the deaf are making bold moves in incorporating the system highly adaptable to the deaf. This decade can well be the beginning of the "Renaissance Period for the Deaf."

In keeping with the theme of this period, we must make certain that ABE and CE programs can be fully beneficial to the deaf. From what I know of the existing programs, they are based on the needs of the hearing, and very little allowance has been made for peculiarities of the deaf. There are policies or rules regarding minimum number required for a class (often too high to form an all deaf class), requirement of certified teacher (often no certified teacher locally who can communicate with the deaf), no allowance or compensation for interpreter (otherwise would be equivalent to having two paid teachers in a class), etc. With all such restrictions, the only alternative appears to be "integration" which means sacrifices and compromises on the deaf's part.

An example of extreme policy limitation and inflexibility of the existing ABE/CE programs is educational television program. Perhaps because there are ample educational television programs (for the hearing) financed by various funds, neither ABE nor CE funds may be used for special television programs for the deaf. This is saddening, but this has been confirmed by Mr. Willard Lee, Director of Kansas ABE, in answer to my question after his talk this morning.

What the deaf world lacks and needs the most is "Education at one's convenience", that is, getting information at one's pleasure conveniently without having to make physical effort to get it. With information pouring out of all sorts of audio-aids everywhere all day long, a hearing man can pick up information anytime anywhere without interfering with

what he may be doing, playing, working, driving, or even sleeping. Obviously, a deaf man cannot have such kind of convenience, but a fair equivalent could be a television program made specially and highly intelligible for the deaf, played at the most convenient time of the day when most of the deaf people are at home. This would bring the deaf's education to the convenience of the home. For a hearing man, the whole world is his classroom. For a deaf man, education stops when he steps out of classroom. Why not use ABE/CE funds to extend education into his home?

The program of "selling" basic education to the deaf must be almost as extensive as that of actual education. That is another item that the existing ABE funds should have special allowance for the deaf. There are many known deaf adults in need of basic education, but very few, if any, will come inresponse to letters or advertisements announcing the ABE program for them. I do not believe education is that unattractive to them but rather they regard it like cold water. They would like to be talked and coaxed into it with assurance that the "water is fine." Therefore, I suggest that those who are directly or indirectly involved in the assistance of the ABE program for the deaf (Dawners, community leaders, community workers) make house visits with all the prospective ABE individuals to talk with them and get them interested in the classes. That would be a time consuming effort but well worth it. The costs incurred in this "selling" program should be reasonably reimbursed by the ABE funds. I feel the under-educated deaf fully deserve this type of service as they had been short-changed before. It would be utterly senseless to do anything less than that and run the risk of allowing them to miss the chance of bettering themselves.

As a final consideration for the ABE program for the deaf, I would like to see that there be no "minimum number" requirement for any class. Even if only one promising deaf adult wants to get into the program, he should be given all the possible assistance.

THE ROLE OF THE STATE ADULT EDUCATION DIRECTOR IN WORKING WITH THE DEAF

Luther Black, State Director
Adult Education Division
Dept. of Education
401 W. Arch Ford - Ed. Bldg.
Little Rock, Arkansas

It is a real pleasure for me to come to the state of Kansas. We were delighted to have received the invitation. I bring you greetings from the state of Arkansas, the State Department of Education and especially the Adult Basic Education Deaf Program in Little Rock. The teachers and students asked that their regards be expressed to you.

When I was a teenager, I enjoyed escorting my girl friend to church on Sunday nights. In order to evaluate our going, when we returned, the mother would always ask what the minister's text was. You in turn have asked me to address you on this subject:

The role of the State Adult Education Director in working with the Deaf.

Before an authentic role can be established, it becomes necessary to substantiate the need, in order to make demands for duties to be performed.

In a brief research survey we observed that about 7 million people between the ages of 16 and 65 have impaired hearing. The approximate 7 million adults mentioned falls within the philosophical objectives of Adult Basic Education, that is to improving communications. This portion of our adult population must be included in the true learning audience of adult education. Arkansas has about 500 adults who would profit from the program. Pulaski County, the seat of Little Rock has 175 persons with impaired hearing.

Recent surveyed information clearly substantiates the facts that there is an adult education need and this expressed need creates the duty or role of the State Director.

It is necessary to point out that little study has been made recently as to the responsibilitie of the adult director. However, the State Department of Education of New Jersey, published a report in 1968 which pointed to the role of the State Director. This report described the director as being all of these things: administrator, supervisor, curriculum maker and community leader. This New Jersey study reflected upon the director's duties by stating: "The responsibilities are many; the differences, great; but the potential and opportunity in your job is as great as your imagination."

Our swift preview and forward glance into the needs of adult education for the deaf and the imperative functions of the director have given rise to these professional postulates:

POSTULATE 1. Adult education for our deaf citizens is a challenge. Providing adult learning opportunities to our deaf and other impaired individuals is a challenge for the director. This is due partially to the fact that little thought, if any, has been given to the recognition of this human problem. The scarcity of the published literature in this adult field which encourages the continuation of learning, magnifies the complexities of the problem. Thus, if the educational horizon is to be expanded to the deaf, the state director must shoulder the leadership responsibility.

POSTULATE 2. An educational delivery system should be improvised to extend the arms of adult education to all adult population.

The age in which we live, where technological advance knowledge is the daily requirement for employment. The age where academic and vocational achievement determines our economic living standard, no portion of our society can be left outside of our democratic educational arena. Yet the realization of these goals cannot be ascertained by just good administration, super-supervision and outstanding curriculum makers. The real essence for making adult education effective in outreach rests with the aged statement of Mohammed in 632, "If the mountain does not come to you, go to the mountain." This expression may well be applied to the state director, local director and supervisor. No longer can we remain inactive until the administrator of the school of the deaf, a deaf organization or a para-professional to contact or request our services. We should show a genuine concern for the deaf, blind and other groups that may profit from our services by making the initial visit. Such visitational contact will provide an opportunity to explain the adult program to the administrator and faculty. Usually a staff-oriented visit can make the beginning of new programs of learning.

POSTULATE 3. Team approach should be evidenced in planning a local education program.

The success or failure of an adult program may depend upon the method used in the initiation. The director should encourage total involvement of supervisors, teachers, community leaders, para-professionals and adult students. The wider the participation, the more success can be expected. This kind of team effort is vital to the ongoing of a good educational activity. It is absolutely essential for the adult students to share in the planning of the program. Adults are interested in a sense of ownership which expresses and implies the "our" concept rather than "their" program. The deaf adult wants not only courses for self-improvement but courses like sign language, so that their parents and relatives can communicate with them better.

The team approach should include: assist in determining the location of classes, time, length of time devoted to instruction and the curriculum that is relevant to the academic and occupational needs of class participants.

POSTULATE 4. Adult education should be so designed as to provide whatever learning experiences the student so desires.

There are some rumblings to alter the conceptional belief that educational process is a life span process and construction of experiences are the inalienable rights of a modern democracy. We do not wish to imply that these individuals are not sincere in their efforts, but life is too broad in its scope to narrow learning to illiterate programs and just the right to read ideas. To accept the limitation advancement would curtail the interest to grow educationally in desired areas.

It is my candid belief that since adult education has no tradition to defend, no customs to uphold and no ruts to follow, this should provide the proper flexibility for the program to carve a new design which will fulfill the human developmental needs of our time. Many of the present adult enrolees gave up in the public schools. They are returning in large numbers hoping to find a new instructional setting in which to achieve. It is a demonstrative attempt to turn failure into success, this return should not be a recurring of the past.

POSTULATE 5. The profession should point the way. During the early years of our space exploration, Americans were looking for leadership to give direction in this world venture. President John F. Kennedy announced that going to the moon would be the number one priority for the sixties. This established priority gave birth to the neon sign which pointed the way for our space advancement.

It appears that this decade is the ripe time for the leaders in adult education to be the pointers for the 70's. This idea is conceived in the Congress Act of Title III, 1966, which emphasized: Experiment innovation and creativity in developing new ways of meeting the needs of all the people.

UNIVERSAL EDUCATION

We in America all it so;
It could be this,
And it could be a little bit more.

A place to come and a place to go,
This may be little more than an outside show.

But education should be this, we all know.
It contains stimulating mental and physical growth.

To shed off the past which is bad,
And to strengthen the sight for things that are right.

To help at the top, bottom, and between,
So that each person may become
An American prince or queen.

PROJECT DAWN
(D eaf A dults W ith N eeds)

School for the Deaf *
Berkeley, California
Theophilus D'Estrella Assembly Hall
February 27, 1971

8:30 - 9:00	Registration
9:00 - 9:30	Introductory Remarks Emil S. Ladner, Host Participant Carl J. Kirchner, Project DAWN Director
9:30 - 12:00	Reports from DAWN Participants on Adult Basic Education Truman Diot, Washington Ruth Sandefur, Oregon Kyle Workman, California Lillian Skinner, California Emil Ladner, California Reno Coletti, California
1:00 - 3:00	Community Leaders of the Deaf Speak Out Mr. McPhee, Director of Berkeley Adult School Mrs. Friend, Director of Computer Instruction, Stanford University Mr. Neesam, President of the R.I.D. Mr. Reese, Vocational Rehabilitation Counselor for the Deaf, Bay Area
3:00 - 5:00	The Deaf Community Speaks Out
	Dinner
7:00 - 9:00	"The Role of the School in Adult Basic Education" Ralph Jordan, Director East Bay Counseling & Referral Agency for the Deaf San Francisco, California

* Forty nine people attended

DAWN PARTICIPANT REPORT

Delivered at California Regional Meeting
by

Truman Diot

Seattle is one of the very few cities in the United States having excellent community service serving the Deaf. I have found it difficult to detect any weakness in these well organized, well coordinated services which serve the Deaf very well.

There are three main agencies serving the Deaf in Seattle: 1) State Department of Vocational Rehabilitation with Mrs. Mildred Johnson at the helm of the deaf program, 2) Seattle Hearing and Speech Center with Roger Talberg as its Deaf Services coordinator, 3) the Deaf Program at the Seattle Community College which is said to be the largest community college in the U.S. Dr. Herbert Barkuloo, an LTP graduate, is the director of this program.

The Deaf Program at the Seattle Community College has approximately 80 students enrolling in about 27 different fields in the vocational and academic departments. The program has an excellent staff who are over-worked but remain highly dedicated in their work with the deaf students who need plenty of help -- counseling, tutoring, job sampling, etc.

I am very fortunate to participate in the Deaf Program in two capacities. Last month the committee met to discuss various aspects of the program. The committee showed great satisfaction with the progress report on the program.

Second, being a graduate student majoring in rehabilitation counseling at the University of Washington, I worked with several deaf students (part of the graduate work requirement is field work).

The state Dept. of Vocational Rehabilitation did a lot in helping many deaf clients get education through the Deaf Program and the University of Washington in terms of finance and evaluation. We, the deaf of Washington , are very fortunate to have Mrs. Mildred Johnson working with us. She is a truly dedicated and tireless rehabilitation counselor.

The Deaf Services is one of several programs carried by the Seattle Hearing and Speech Center whose director is Clyde Mott, a LTP graduate. Roger Tolberg, a deaf psychologist, is responsible for the Deaf Services which offer many kinds of help which the Deaf need to get started. Larry Petersen, an LTP graduate, is an educational specialist and he helped many deaf to get over certain obstacles like English, math., etc. which would have hindered the progress of the Deaf in achieving success in the industrial world.

In the addition to the above three, the Park Department of the City of Seattle is ready to offer various courses, i.e. ceramics, silk screen art, drama, etc., but, unfortunately, not many deaf are interested.

After I described the general situation in Seattle, perhaps you wonder about my role as a DAWN participant. Of course, there are many places where the Adult Education programs are needed sorely to serve the Deaf.

In Tacoma, 40 miles south of Seattle, the deaf just began to organize a club for the deaf last month. I had a good talk with one of Tacoma's deaf leaders about the Adult Education. He showed great interest in starting an AE class in Tacoma. I have a standing invitation to gave a lecture on adult education before the deaf Tacomans -possibly next month. I plan to go to Spokane about 250 miles east of Seattle, over the Cascade mountains to find a deaf leader who would be interested in starting an AE class for the deaf there.

I don't expect any real difficulty with the AE people in Washington because Elmer E. Clausen, the state director of Adult Education, has shown great interest in the deaf. In fact, he was very cooperative and helpful by providing the basic information I need to start an AE class in Washington.

Unfortunately I did not have a chance to utilize Clausen's aid because the deaf people in Seattle did not show interest in taking an AE course. However, I feel sure they will realize they need some self-improvement in the not-so-far future.

Our interpreters in Seattle and Tacoma notified me that they wanted to participate in Adult Education by offering their services.

DAWN PARTICIPANT REPORT

Delivered at California Regional Meeting
by

Ruth A. Sandefur

With all the emphasis that is placed on educational background when people seek employment today, the colleges and universities have opened their doors in the evenings so that those who are interested can continue their education by attending adult education classes. As well as those who are upgrading themselves, there are some adults who attend evening classes for self-fulfillment and other adults who are attending classes for self-improvement or vocational objectives. It is the latter group which my report today will be on. The greater majority of these people do not have a background that qualifies them to take academic courses in our colleges or universities; in fact, many of these people have the equivalent of a fourth grade reading level. This is a report for the follow-up on Project DAWN and will record what I have done to initiate adult education classes for the deaf people of Oregon in the last eight months.

I contacted Mr. Clifford Norris, the Adult Education Director of the Oregon State Board of Education, in August to arrange an appointment with him to duscuss the possibility of setting up evening classes for deaf adults in Portland, Oregon. At this meeting with Mr. Norris, I suggested that we use interpreters to facilitate communication between the teachers and deaf students. Mr. Norris indicated an interest in the possibility of a workshop in which people who were interested in interpreting could acquire this skill. We decided to have a meeting with several other people who would be able to provide us with valid information on such a proposal.

On September 16, 1970, a meeting was held. Mr. Norris was accompanied by Mr. Tom Grigsby, Adult Education Director of Portland Community College. Mrs. Lois Tollefson, Mr. Dale Dodds, and Mr. Donald Schwehn of Vocational Rehabilitation also attended the meeting. It was determined at this meeting that there were enough interpreters available if such a program was initiated. The primary concern would be financing such a program. Mr. Grigsby stated that he would need to know the kind of classes that the deaf adults would be interested in before he could seriously pursue such a proposal.

Shortly after this meeting, I obtained this information from Mr. John Lamb of Tektronix, Inc., whom I had assisted in a "brainstorming" session at a meeting of the Beaverton Chapter of the Oregon Association for the Deaf on September 11, 1970. We were doing a survey of courses that would be meaningful to them if adult education classes were set up. The most popular choice was grammar and vocabulary building. Some of the other subjects which they expressed interests in were politics, laws, programming, math, stock and human relations.

In order to provide more efficient interpreter services to the deaf, the Oregon Registry of Interpreters for the Deaf, was organized in Salem, Oregon, on October 11, 1970, by Mrs. Roma Cline. This is a chapter of the Registry of Interpreters for the Deaf whose headquarters is located in Silver Spring, Maryland. The Oregon Registry of Interpreters for the Deaf has two satellite groups, one in Portland, Oregon, and the other in Salem, Oregon. It is anticipated that if an adult education program is initiated for the deaf adults, the Oregon Registry of Interpreters for the Deaf will be able to provide interpreters for classrooms interpreting since the objective of this organization is recruiting and training interpreters as well as maintaining a list of qualified interpreters.

On November 9, 1970, I sent a letter to Mr. Grigsby encouraging him to explore the possibility of expanding their facilities for the deaf through the use of Interpreters and/or tutors. I suggested that perhaps the interpreter's fee for interpreting in vocational training and remedial training could be financed by the Adult Education Act -- PL 89-750.

At the present time, 16 deaf adults are attending Parliamentary Procedure,a non-credit class, at Portland Community College. An article appeared in the Oregon Journal on January 26, 1971, about this class of which I am the interpreter for our teacher, Mrs. Breckon. There are also two deaf students enrolled in academic courses at Portland Community in evening classes. One enrolled in an auto mechanic class last fall and had a classmate take notes for him. He now has an interpreter in class with him once a week when the teacher or a speaker lectures. The other, a severe hearing-impaired person is enrolled in an English Composition class and has a classmate taking notes for him.

In concluding this report, I am hopeful that a concrete program for adult education classes may be attained in the near future for the deaf adults in Oregon. It is vitally important that the deaf be given the opportunity to up-grade themselves, both intellectually and vocationally.

DAWN PARTICIPANT REPORT

Delivered at California Regional Meeting
by

Kyle Workman

I have no intention of going into detail of what has been done in the past by the Leadership Training Program in the area of the deaf concerning Adult Basic Education. My interest is in giving a report of what I have done and my observations.

I felt that before I should try to do anything at all, that I first must try to find out what the deaf wanted in the way of ABE. No interest was shown in regular classroom subjects. Almost without exception the demand was for vocational training with results that would show quickly. Due to the work shortage and the rumors of Post Office employment, there was a demand for a training class in passing Civil Service exams for this work.

My first attempt at this was rather frustrating. I heard of a class that was going on in East L.A. and thought that it was open to anyone, so I took three people with me there to enter. I found that this was limited to those who had signed as clients of the Rehabilitation Counselor. No one else was allowed to get papers and study.

I finally got one of the R.C.D.'s in this district to work on this. We now have a class at the Pilgrim Towers on Saturday mornings. This class is of an eight week duration which is felt to be enough to train the students in the methodology of the Post Office and pass the required examinations.

I will report on this further after the class has ended.

ABE is needed very much in the furthering of the education of the deaf. However to get them involved is another story. Sooner or later we will find the right answer, because I am sure that no one of the DAWNers is going to give up. It is just a matter of how we are going to compete with bowling and basketball.

DAWN PARTICIPANT REPORT

Delivered at California Regional Meeting
by

Emil Ladner

In the San Francisco Bay Area, DAWN's Adult Education rocket is still on the ground - waiting for the count down to start. Why the delay?

The rocket is ready - we have received assurance of cooperation from John F. Stokes, principal of Oakland Technical Adult School; Lawrence J. Hughes, principal of Albany Adult School; and Dr. James Preston of Berkeley Adult School that their facilities are at our disposal.

What of the fuel? This is the money needed to pay for interpreters and perhaps special teachers. Are these funds available? At the present time there is not enough on hand. We must ask for special funds in the forthcoming budgets of adult education schools in this area or seek it in other ways. But we believe there is a good supply of capable interpreters and special teachers waiting to be contacted.

The pilot has been trained but there is no co-pilot as yet available to take over the controls when needed. Whom can we find who is able and willing to help steer the rocket?

Are there any passengers who wish to journey through exciting skies to new destinations? Are there any deaf adults who aspire to rise above themselves to better and fuller lives? We believe so but how can we get them aboard? Our latest attempt of sending out 400 flyers resulted in six replies.

Lack of time and opportunity prevented the personal contacts which seems the best way.

We close this report with a ray of optimism - that in this area exist many deaf adults with need - that they will eventually make their need known to us.

Then will DAWN's rocket blast off with a full load of passengers outward bound for new adventures.

Today a new day has dawned for the adult deaf of America. Adult Education is only one of the bright rays of the DAWN of this new day.

DAWN PARTICIPANT REPORT

Delivered at California Regional Meeting
by

Reno Coletti

After my return from San Fernando Valley State College, I introduced Adult Education to a group of about 35 deaf and hearing people. There was some excitment for the beginning. I explained the purpose of why they should take advantage of participating in Adult Education. This was the first program ever to be developed in the Fresno area.

At first I decided to choose 5 committeemen to start working together as a group to develop an organization so that we could probably bring the deaf together and keep them aware of things to come or what should be done in the future. At the first meeting held with the committeemen, the situation was fruitless because 3 of the 5 men did not show any interest in getting involved with this kind of program. They thought it appeared that it would be a waste of time and effort to put all the energy in themselves to motivate the deaf to participate in Adult Basic Education or in any type of education program. I decided to forget them and choose 3 other fellows who were interested and willing to cooperate with me. We worked cooperatively together and the first meeting held was a success. The organization is the same type as GLAD and C.O.S.D. organizations. Our organization is called FRESNO SOCIAL SERVICE ORGANIZATION OF THE DEAF, F.S.S.O.D. This was developed as a means to keep the deaf participating in other activities so that in the near future I could introduce Adult Basic Education through the help of service from the organization .

I also developed a newsletter called the DEAF FRESNANS, a monthly newsletter sent out to the deaf living in Fresno area as well as to the hearing parents of deaf children. The purpose of the paper was to keep the deaf aware of the goings-on in our community activities. It has played an important role so far and many people have changed their concept about using TOTAL COMMUNICATION. Our paper has been a success so far.

The Department of Vocational Rehabilitation has been doing a wonderful job at present in developing so many various programs for the deaf in this area in job training, education for the disadvantaged young deaf adults, sign language classes for the hearing people as well as for some deaf who had never learned it before. Tony De La Torre, our Voc. Rehab. counselor for the deaf, has been my backbone in keeping things rolling. Without him, I would be facing a worse hardship in getting things done. I anticipate that in the near future we will be getting things rolling in Adult Education but the question is, how many will participate in the class or classes? To motivate the deaf is going to be a real challenge! Right now, all I can do is keep my fingers crossed, hoping it will become a reality.

We have started showing Captioned Films recently under the sponsorship of our organization. This is to get the deaf involved in social activities and have them create a sense of responsibility of sharing with others. I feel that I am getting a good start in rolling the ball, however my job isn't done and I haven't reached the top of the hill yet. I am still climbing up the hill and hope that I won't fall over the other side. It takes time and a lot of patience to get things rolling. I hope my deaf people in this community show their interest in what is being offered.

COMPUTER-ASSISTED INSTRUCTION FOR THE DEAF

Jamesine Friend
Director
Computer-Assisted Instruction for the Deaf
Stanford University
Stanford, California

Computer-assisted instruction(CAI) is still relatively new in the educational arena, but already educators from many different sectors are eager to try it out. CAI is a very flexible learning aid. To give you only a few examples: It has been successfully used to teach Russian in college, to teach computer programming to NASA engineers, and as part of a first grade reading course in a ghetto school. CAI can be particularly valuable for deaf students because it gives individual attention and immediate reinforcement. CAI courses in math and language arts are already being used in several deaf schools in the country. So far, no CAI programs are available for deaf adults. We know, however, that CAI is a successful tool in other adult education programs and we have every reason to believe that it would be particularly valuable to deaf adults.

Before getting any more deeply into a discussion of the various uses of CAI, let me describe in a general way how one of our CAI programs works. Looking at it from the student's vantage point, the main features of the CAI program are individual presentation of material and immediate feedback on responses. The student will usually be seated at a teletype which is attached to a central computer by telephone lines. In addition to the teletype, the student may also have, at this individual terminal, a cathode-ray tube scope (which looks very much like a T.V.), a film display unit and/or a set of headphones. The student receives some explanation of the lesson material (usually quite brief), then he is asked a question and he responds by typing or by pointing to an image on the CRT with a light pen. The computer immediately tells him if his answer is right or wrong. If the student is wrong, he is asked to try again; after two or three tries he is usually given the right answer and is allowed to proceed. Depending on individual performance, different students will move through the CAI program at different rates. Sometimes they will skip parts of the program or repeat parts; sometimes special accelerated or remedial material is available. Within the constraints of the program each student receives instruction suited to his particular learning level.

The Institute for Mathematical Studies in the Social Sciences (IMSSS) at Stanford University has been one of the pioneers in CAI. A brief history of the Institute's work in CAI will give you an idea of some of the different kinds of programs which have already been developed. IMSSS started its CAI work with an elementary logic program in 1963. This program has been revised every year since then and is currently being used with varying curricula for students all the way from elementary school to college In the spring of 1964 a math drill-and-practice program was begun. By 1966 the drill-and-practice program was being used by kindergarten through 6th grade students and the terminals had been moved off the grounds of Stanford University to three local schools. Then, beginning in the fall of 1966, for two years IMSSS ran a CAI laboratory in the Brentwood Elementary School. This was the first experiment in tutorial CAI, that is,

programs where new material was presented and explained. Both math and reading were taught to first and second grade children. During this same time several schools in different places in the country began running the math drill-and-practice and logic programs.

In the 1968-69 school year the first experiment using CAI for deaf students was begun at Kendall School in Washington, D.C. For two years, students at Kendall have used the math drill-and-practice program. More than half the students who recieved CAI did much better on math achievement tests than they would have been expected to do with conventional teaching. The math program is now being used at several locations in the country for deaf students. In addition, CAI in language arts (especially designed for deaf students) was made available to several schools for the deaf in January of this year. The aim of this program is to provide individualized instruction in certain aspects of language arts for students of about ages 12 to 16. The first version of the course will focus mainly on grammar. Later versions are planned to include reading-related skills such as vocabulary, meanings of idioms and paragraph comprehension.

Some of the already existent CAI programs might be very valuable to deaf adults. In particular, I have in mind the math skill-and-practice program, which would give them a chance to review and refresh their math skills, and the courses which teach basic computer programming. This latter course might give them a beginning on a valuable new skill.

There are several aspects of CAI which make it particularly attractive for adult education. One point which I have already mentioned is the individualization possible with CAI. The differences in course content for one student and another depend on how much different material is put into the program, but on any CAI course different students can progress at their own rate. This is frequently the most important kind of individualization because the student neither gets frustrated by receiving new material too fast nor bored by going too slowly. CAI is also attractive because it assures privacy for the student. He works at his own terminal and has no need to compare his performance with anyone else. In addition, the fact that CAI can be made available anytime and anywhere makes it especially convenient for adult education. No special calssrooms are needed, just a place where a teletype terminal can be installed; and the courses can be made available in the evening as easily as during the day.

In addition to curriculum development, the staff at IMSSS plans to develop a testing and evaluation program. The aim is both to evaluate our CAI courses in terms of deaf students' needs and to provide tests standardized on the deaf community. We feel that a battery of tests should be available both for teachers of the deaf and for deaf adults who are out of school. It might be particularly valuable to develop tests of various skills which do not demand that the person being tested have a high reading level. If a deaf person achieves a low score on a math skills test because of poor reading ab ility, we have not learned much about his ability in math.

At the moment the CAI for the Deaf project at IMSSS is only funded to develop curriculum for children in schools. However, there is certain to be a fair amount of overlap between the educational needs of some deaf adults and some deaf school children. As the costs of CAI decrease due to technological advances and as more research is done into the most effective methods of using CAI for different subjects and different groups of students, it will probably become a more widespread educational tool. It is a good time for those concerned with continuing education for deaf adults to think about how they might want to use CAI.

THE ROLE OF THE SCHOOL IN ADULT BASIC EDUCATION

Ralph Jordan
Executive Secretary
East Bay Counseling & Referral Agency for the Deaf
San Francisco, California

February 1971

Three out of four years provides February with 28 days. Traditionally February is one of the busiest months of the year. In just 28 days we are expected to do 30 or 31 days of work and other activities.

We start out by paying another installment on our Christmas splurging and by putting off income tax matters for 6 more weeks. We honor the two birthdays of President Lincoln and President Washington by celebrating for four straight days.

We watch for the groundhog on its day, but this year the groundhog failed to show in the San Francisco Bay area. The groundhog was too busy burrowing away from the oil spill which resulted when two Standard Oil tankers collided off the Golden Gate Bridge.

Money goes fast during this month. We have to budget very carefully: union or professional dues, Gallaudet banquet, and, of course, Valentine's Day. We buy a 5 pound box of chocolates for our sweetheart, and a half a dozen roses, beautiful red roses, for our wife. But if our wife happens to be our sweetheart. . .well, the most common solution is to increase the number of beautiful red roses to a dozen, cut the candy down to 2 pounds, and place the difference on the seventh race at Golden Gate Fields.

Now I really do not know what our busy friend, Mr. Ladner, does down in southern California, but a recent letter from him indicated that he had been busier down there than up here. Oh, the demands of LTP and Project DAWN are one thing, but one day shortly before Valentine's Day he kissed his faithful wife, Mary, goodbye and drove away. His date was not to watch the arrival back to earth by the Apollo 15 astronauts, but to help clean up the shambles left in Mr. Kirchner's home by the great earthquake of February 9.

As presented in the news media, the quake resulted in a northward shift of 3 inches for San Fernando; however, Project DAWN kept moving another 357 miles to Berkeley. Six of its loyal subjects and the director are here to evaluate the situation. . .determined to return it home to SFVSC before the end of February.

The Gap of the Generations

Nowadays more educational media is available to the deaf than ever before. The newspapers enjoy the most use. More deaf adults devote more time to newspaper reading than to captioned films and film strips. How much they read and how much they achieve from his reading will depend on 1) the time they have for reading, 2) their interest threshold, 3) their educational background, and 4) their reading level. It will range from comics and sports on through the financial section.

Somewhere in between some of them, like you, will read the feature articles: no excitement, no hubby; sleeping in the raw is alright if you have appropriate covers to guard against chills in winter and mosquitos in the summer, but keep a nightgown under the pillow if you live near SFVSC; implications on smoking pot; education, religion, and communication are the

spans across the generation gap.

One thing for sure you will not read in the newspapers is the gap of the generations. Do not confuse it with the popular concept of the generation gap. The gap of the generation is the absence of reasonable opportunities for life long learning by the deaf in America. This gap has existed for more than 17 generations if we consider that adult education commenced during our colonial days.

The American doctrine of adult education has no set time limit as to the number of years any individual may pursue further education to his advantage. It should be available throughout life in order that it may continue to meet the educational and social and mental needs of the person and the demands of the community. It is especially intended for those who do not care for or who are unable to qualify for a formal college education. College educated persons can benefit from it, and it extends long beyond the years of a degree.

The gap of the generation continues although magnanimous efforts to span it have been attempted in the larger metropolitan areas of New York City, Chicago, and Los Angeles. With ever changing conditions in society, where the majority of the deaf do not have an opportunity for education beyond their so called secondary schooling the problem is as great as ever. With the increasing number of multihandicapped youngsters, the disillusioned drop-outs, the educationally handicapped students, and those who continues unmet today.

The Role of the Deaf

There are two ways to do a task when dealing with a minority group. You can do it yourself for a group, or you can do it with the group.

All of you know from your wonderful experience with Project DAWN last summer that you were participating as a preferred leader from your deaf community. You met with other leaders from communities across the country to carefully review and broadly discuss the situation of adult education for the deaf. Then you returned home ready to do your thing.

You worked hard and made sincere efforts to get it moving. Most of you contacted adult education authorities. But how many of you contacted all the representatives of the organizations of the deaf with specific reference to the type of people for whom you were planning an adult education program?

Was a workshop considered for your own community? And in the plans, was an invitation extended to the superintendent of the residential school in your state? Was thought given to political action to initiate legislation to overcome such stumbling blocks as funding and restrictions on class size. Were any goals set towards foundation support and innovative methods? What would publicity and promotional action do to your program?

Captain, pilots, sirs, do not forget your ground crews!

The Role of the School for the Deaf

The school for the deaf should be a very important part of your plans for a comprehensive adult education program. The school for the deaf has been the demands of the community and duly makes an account of the results.

The objective of the school in the early days was to offer a basic course in the 3 R's to prepare the boys for jobs, and to return the girls to homemaking tasks.

A couple of generations later the prestige of the school often was determined by the number of graduates admitted to college and consequently the new objective of the school was to prepare both boys and girls for college.

Years later schools attempted to distinguish themselves by not only stressing college preparation but with the emphasis on speech and speech reading. And those who could not cut the mustard were destined for mediocrity.

Much later schools adopted an equitable program for which they believe served all children. Some students continued to be prepared for regular four year colleges, others were prepared for junior colleges or vocational schools, and,for some,employment was available shortly after graduation through on-the-job training.

Today the schools are faced with a new challenge. Most of the post secondary students are achieving fairly well in their chosen fields. Some of them have dropped out of the race and are seeking avenues of survival. The school for the deaf should know how far they went and how well they did. Both groups of students at some later date could improve their economic, social and cultural levels through adult education. Will they know what it is and where it is offered?

The junior college and vocational student will encounter the same situations, but because of his guidance training, he will most likely roll with the punches.

But consider the two step-children of our educational system. The slow learner will either be an early drop-out of the school or seldom employed even if he should graduate. He will always be the last to be hired and the first to be fired. If his parents are well to do, we'll never hear from his again. The welfare and social agency get many visits from the slow learner.

The other step-child is the educationally handicapped. He is not always a slow learner, but he is handicapped educationally because he never reached his potential due to the inability to adjust and work with others. He has more people working for him than the slow learner. Besides the social and welfare workers, he may be well known to the probation officers, correctional officers, and mental health medics.

The role of the school is to make every attempt to care for the needs of the children admitted for instruction. A new role for them could be to follow the example of CSD Berkeley by providing a continuation program for those minors who for some reason have terminated their formal schooling under the regular setting. They may have had to be discharged for their inability to adjust to group surroundings or rules. Some of them, however, have had to leave to help support their families. Others have left to be married. And a few of them were excessively absent due to illness.

The new role of the school would be to encourage more and better facilities for adult education for all types of deaf adults. They can help adult education planning by providing figures of the types of students who have departed but who would profit from adult education.

As part of its guidance program and in cooperation with its consumer education program, the school should set apart a certain amount of time to acquaint the students with adult education through required reading, conferences, seminars, workshops, field trips and movies. The students should develop a keen understanding and a healthy attitude towards adult education. They should have an opportunity to observe and participate in some of the adult education classes.

The students should be trained to use material and equipment which will be conducive to pursue adult education activities. We forsee the time when our present computer assisted instruction will be made available to the adult deaf in their own part of the community. We will not have to worry about class size and interpreters. We can be more selective in our immediate needs:

Preparation for driver license exams
Raising our level of reading.
Improving our grammar.
Strengthening our math so we can help our children.
Preparing for civil service examinations.

The school for the deaf can further assist the development for adult education by providing sites for workshops, use of classrooms and shops during the vacation periods or evenings when they are not in use. There will be instances when some deaf adults will not be able to integrate with hearing students. The schools for the deaf can share their vast reserves of educational media, too.

Let's ask the schools to help us; they can!

PROJECT DAWN
(D eaf A dults W ith Needs)

Northwestern University*
Evanston, Illinois
March 13, 1971

8:30 - 9:00	Registration
9:00 - 9:30	Introductory Remarks John B. Davis, Host Participant Dr. Patricia Scherer, Director Teacher Preparation Program - Area of the Deaf- Northwestern University
10:00 - 12:00	The Adult Basic Education Picture for the Deaf Reports from DAWN Participants John Cleaveau, Michigan John B. Davis, Illinois William Kautzky, Iowa Patrick Fitzpatrick, Illinois
1:00 - 3:00	Community Leaders in Adult Basic Education Speak Out Robert Griffith, State DVR Consultant Katie Brown, Jewish Vocational Service counselor Robert Donaghue, Project Psychologist, Jewish Vocational Service
3:00 - 5:00	Discussion Groups Moderators: Gary Austin, "Can the Deaf Participate in Existing ABE Classes with the Help of Interpreters?" Sam Block, "How Would You Organize Effectively an ABE Program for the Deaf?" Robert Donaghue, "The Role of the Deaf Professional and the Deaf Para-Professional" Frank Sullivan, "The Needs of the Adult Deaf"
	Dinner
7:00 - 9:00	"The Deaf in Illinois" Dr. Michael Bakalis, Superintendent of Public Instruction in Springfield, Illinois

* One Hundred twenty five persons attended

DAWN PARTICIPANT REPORT

Delivered at Illinois Regional Meeting
by

John B. Davis

My report is zero - nothing to report. It amazes me that people who earn their pay in education for the deaf can be so grossly indifferent to the educational needs of the deaf. It also amazes me that no attempt is made by the educators and teachers-in-training for the deaf to study the adult deaf and to try to discover the reasons for the failure of the present school systems. If the educators could see what happens to deaf people in adult programs, they could then do a better job to evaluate and develop better methods in our schools. It is said to say that for most of them the minute a deaf child leaves a public school he needs adult education.

Upon completing my one month course at San Fernando Valley State College, I, as President of the IAD, formed a permanent Adult Basic Education Committee made up of 5 professionals and 24 deaf leaders in their own special areas such as churches, clubs, bowling leagues and the like. The purpose of this committee was to drum up support for ABE classes. My second step was to mail out letters to Adult Basic Education directors in Chicago, Cook County, Region V HEW, and the State. The only financial source for a comprehensive State program had to be the office of the Superintendent of Public Instruction. I met Miss Hazel Bothwell about it in September in Chicago and later on,her assistant, Joe Kennedy, who was appointed OSPI adult education representative. Not enough details came from these impromptu meetings that are worth mentioning. It soon became apparent that nothing for an ABE program could be done because in Illinois the Director of the OSPI is an elective official and the November election was coming near. Consequently all new educational programs for consideration were held up in abeyance of the election. To the surprise of everyone, Dr. Michael J. Bakalis defeated incumbent Ray Page. That further complicated matters in OSPI as all office holders were Page appointees. They were so unsure of their future that nothi- g even to this day has moved. All administrative jobs being of patronage nature have to be cleared first by Dr. Bakalis since he took office only last January 11th.

However, I had the pleasure of meeting Dr. Bakalis between the election and the time he officially became the director of OSPI. He indicated a desire to do all he could to help in the education for the deaf. I am unable to say for certainty beyond this point what OSPI intends to do about Adult Basic Education, but I am more optimistic that we may see a program in Illinois soon.

Three years ago my good friend Dr. Sam Block established on his own an adult education program in Chicago. He tried to get the support from the director of adult education in the Board of Education in this effort. Poor Sam couldn't voluntarily continue this program alone so it collapsed. OSPI tried two classes - one in Springfield and on in Rockford but these two classes folded up.

These adult education failures are the same elsewhere in the country. This is the reason for Project DAWN. It is felt that a deaf para-professional who has connections with ABE type deaf persons could draw support for new ABE classes.

To illustrate an idea I would like to tell a joke which may effectively do the job:

> "A blind man was standing on the curb with his dog on a leash. The dog wetted his master's leg. The blind man took a biscuit from his pocket to feed his dog. A man nearby saw what had happened and said, 'Mister, why are you rewarding your dog after what he did on your leg?' The blind man said, ' I am not rewarding my dog. I want to know where his mouth is so I can kick his rear end.'

The moral of this joke is that the Adult Basic Education coordinator must use his wits to motivate a deaf person to come forward and say that he wants adult education. We just can't go to him and say - "you need better language. You had better go to school." We must be more subtle in methods to motivate those who need further education.

Another thing: Many deaf persons' experiences in school days were so traumatic that they just don't want even to think about school. Their regular school years have been wasted - gone down the drain. This is one big obstacle educators or coordinators will have to overcome if they are to hope to attract these types of persons into ABE programs.

Additionally, these deaf persons are also culturally deprived. Their world is of the bar, card table, automobile and sex. Wouldn't it be better if they were induced to take sight-seeing trips, visit art and field museums. Speakers can be invited to give speeches on interesting subjects. Their horizons must be broadened. We must try to change their monotonous life styles and to help them become better citizens in our society. It is my hope that when we meet again, I will have a better story to tell you.

DAWN PARTICIPANT REPORT

Delivered at Illinois Regional Meeting
by

William Kautzky

During the fall after my training at SFVSC, there were several meetings of the Committee for the Hearing Impaired in Des Moines. We discussed the possibilities of setting up an Adult Basic Education program for the Adult Deaf in our community. It could not be possible to have the classes at our area college because the college was full with 300 students on the waiting list. Also there was no financial means in their budget to fund us on our project. A member in the committee, Mark Havighurst, a public school teacher of deaf students, and Rev. James Bengelsdorf, Lutheran pastor for the deaf, had acquired some funds from the federal basic education budget. We set up classes at Epworth Methodist Church basement.

Arrangements were made through the Adult Basic Education Program for a trial 10 weeks class in the fall of 1970. The class met from 7:00 to 10:00 pm every Tuesday. In the beginning we had an enrollment of 26 adults and the weekly enrollment average was 14.

The original concept was to build language activities around current events; however, this was dropped in favor of all language activities.

The second weeks class started again in January on a regular basis with some modifications. This class meets as a group from 7:30 to 9:30 pm on Tuesdays and the teachers are available for individual work from 8:00 to 10:00 pm on Thursday nights. This class is being divided into groups by means of placement tests and materials are designed for the level of each group. Activities include reading skills, vocabulary, idioms and special emphasis on logical thinking in reading. This type of class work is serving the deaf well, but this appears to be a group of upper level deaf persons. Our main concern is to get to the low verbal group.

The keys to success in this kind of class seems to be the use of many visual materials, low level high interest reading materials, and the use of original games and activities that involve the language skills being developed.

We have two major problems:

1. How to motivate the Deaf Adult to take the time to attend classes?

2. The production of materials suited to the visual awareness and interest levels of deaf adults.

Council Bluff, where the state School for the Deaf is, has an area college which has acquired a federal grant of $9,300 for a 6 month pilot program in Adult Education classes for the deaf. Bruce Hicks from Indiana School for the Deaf has taken his residence in Council Bluffs to become coordinator of this program.

Also classes are under way in Sioux City, Iowa.

Any questions?

DAWN PARTICIPANT REPORT

Delivered at Illinois Regional Meeting
by

Patrick Fitzpatrick

Fellow Project DAWNers and friends interested in the adult education for the Deaf:

I would like to come here with a much better report than the one I am going to present to you this morning.

being chairman of the National Fraternal Society of the Deaf Convention Committee which will sponsor the convention here this summer, much of my time and effort have been occupied with the convention plannings. When I was first asked to take charge of the convention arrangements a little more than three years ago, I accepted and committed myself fully to the task. I am not attempting to apologize for my inaction in the field of adult education of the deaf--I am not often given to being apologetic, I am merely trying to explain the difficulty of trying to organize two big things simultaneously. Also my original pledge precludes my full commitment to the other. However, I am holding in abeyance what I was priviledged to learn at San Fernando Valley State College until an opportune time which could be this fall when I will be free of any other obligations. So, hopefully, all is not lost.

For the present, I am pleased to render this report for I feel it will reflect what the para-professionals have long known--albeit empirically--that the deaf adult isn't interested in academic education once his formal schooling ceases. This report, however, will show that the adult deaf does want to impove himself vocationally and artistically--much more so than to relearn how to read and write.

John B. Davis, my fellow DAWN participant from Illinois, mailed out a call to adult education meeting that was held last October 2 at the Chicago Club of the Deaf. As part of the come-on, doughnuts and coffee were offered. More than 100 people showed up. Surprisingly many of those who came have never been in the mainstream of deaf life. The fact that they got out of their shell is self-evident that they wanted to improve themselves in any way--and I would like to think that doughnuts and coffee played a secondary role.

Mr. Davis opened the talk about the purpose of the meeting. The crowd was more attentive than one could remember having seen at previous gatherings of deaf people. For an opener, the host spoke of Project DAWN stressing the fact that we were not going to force education down their throats--that they have to want it themselves.

In the past, emphasis on impovement in English and math and other strictly academic subjects, Mr. Davis explained, was the major factor in sounding the death knoll to adult education programs, not only in Chicago but also all over the country. In the hope of reviving adult education classes and of sustaining them, a new twist would be tried.

Some years ago, we had classes in the Loop--too far for many people to traverse. Then, too, the educational offering was scant--English improvement course. Still more, the surroundings were not conducive to

enthusiastic learning. The original class was large but then, after a year, it was cut to half. The next year, only two or three students showed up. So, unfortunately, it had to fold.

With all this stuck in, the audience was impressed with the fact that there are many school buildings ablaze at nights all over the city and that hearing people are taking advantage of the offerings at those schools. And that our tax dollars were supporting those things. And since we are paying for them, we too have the right to enjoy what the hearing people are doing. The audience was reminded that they could not hope to have a wide range of subjects to choose from if they insisted in maintaining the old set-up, i.e., having classes held exclusively for the deaf adults.

The best method, it was pointed out, was to attend hearing classes near their home and have an interpreter with them in the classroom. In this way, they can have their own pick of courses they feel are relevant to their need or desire. As to the interpreters, the office of Superintendent of Public Instruction and Division of Vocational Rehabilitation would be happy to furnish them.

The talk concluded with question period and the enthusiastic crowd were urged to tell what they want to take up in adult class.

As I list the desires of the audience, you will notice that most of them want to improve either their earning power or their artistic skills:

VOCATIONAL - Auto mechanics, teletype operation, dressmaking, carpentry, upholstery, TV repairing, air conditioning repairing, home repairs, sheet metal layout, and plumbing.

ARTISTIC -- Interior decorating, drama, ceramics, painting, flower arranging, photography, and sculpture.

MISCELLANEOUS - Understanding real estate transaction, improving lip reading, hair styling, leadership training, cooking, cooking, consumer education, family budget planning, laws for everyday use, investment in stocks and bonds, and improving the language of signs.

ACADEMIC - Creative writing and getting general education diploma.

A SERVICE TO THE DEAF

Robert E. Griffith, Consultant
Deaf and Hard of Hearing Program
Vocational Rehabilitation
State of Illinois

Role of Vocational Rehabilitation when serving the deaf community

The Illinois Division of Vocational Rehabilitation is a state agency which receives both state and federal funds. Our role is to assist individuals, who are DVR clients, by helping them to become gainfully employed in an occupation which is consistent with the individual's capacities and abilities. Vocational Rehabilitation is an agency which sells a product. Our product is human labor. Our consumer, of course, the labor market.

All of us know that the success of any business will depend upon the quality of its product, and the willingness of the consumer to purchase this product. If the product is of inferior quality because of poor craftsmanship, raw materials, etc., the product will not meet the expectations of the consumer and, therefore, the business will eventually fail. Perhaps some of you are wondering what does this have to do with Vocational Rehabilitation?

As mentioned previously, Vocational Rehabilitation does sell a product. Whether or not we are successful, as a rehabilitation agency, depends on the quality of our product and the willingness of the labor market to purchase this product. Parents, teachers, rehabilitation workers, must accept their responsibilities in preparing an individual for a vocation. If the education system does not meet its obligations, Rehabilitation does not offer effective services, etc., then our product may not meet the expectation of the labor market. The success of our product (human labor) depends primarily on the individual client's ability to meet the expectations of the employer. What Vocational Rehabilitation can do to assist our clients in determining their level of employment depends on the capabilities and abilities of the client when he is referred for rehabilitation services. For example, a deaf client, who has an academic achievement of third grade, for all practical purposes, could not be trained to become a teacher.

Rehabilitation Barriers when Serving the Deaf

Most of you here are well informed about the vocational barriers faced by deaf individuals. The basis of many of these problems is reflected directly to communication and language deficiencies. Since a majority of you are well informed regarding the communication and language problems of the deaf, my purpose here is only to emphasize that communication and language is the basis for many vocational barriers.

Another barrier, which is often paradoxical when working with the deaf, is the lack of independent living skills. To be successful in the world of work, an individual must be able to function independently unless he is under constant supervision. I can think of a number of cases where we felt the client could do a specific job, but he did not have the independent living skills necessary to move to the job locality.

Parents can many times hinder the attempts of a rehabilitation agency when trying to provide services to their son or daughter. The parents may refuse to permit their child to leave home, and if there are no jobs available within the local community, then, as a rehabilitation agency, our hands are tied. Successful rehabilitation programs must have the full cooperation of parents.

Illinois Vocational Rehabilitation Program

In Illinois, we have over 250 Rehabilitation Counselors serving the state. Four of these Counselors are specialists for the deaf and hard of hearing serving the Chicago area. They do have manual communication skills and understand the vocational problems of deaf people. In fiscal year 1970, Illinois DVR ranked fourth in the nation with 12,079 rehabilitation closures. Of this number 1,001 had communication disorders. A total of $727,115.00 was spent last fiscal year to rehabilitate 1,001 clients who had a communication (speech or hearing) disorder. It should be emphasized that 46¢ out of every dollar spent to rehabilitate deaf clients last year was spent for training purposes.

Mr. J.B. Davis, your President of I.A.D., asked me to speak about the Federal Post Office Program. Currently, on a statewide basis, there are approximately 250 deaf individuals working in Federal Post Offices. This achievement is one in which the deaf individuals have proven to government officials that they can succeed as post office employees. The success of this program is a result of total teamwork and cooperation between post office officials, vocational rehabilitation personnel, classroom instructors, scheme teachers, and the deaf community. As a state agency, we are proud of our instrumental role in this program, and we owe our gratitude to the deaf people of our state for their outstanding support. All Vocational Rehabilitation can do is to open the door for employment opportunities, and it is up to the deaf community to keep these doors open. The deaf community should be proud of its accomplishments in Post Office employment.

Future plans to improve rehabilitation services in Illinois for the deaf

As a rehabilitation agency, we are continuously looking for ways to improve our services and to establish more vocational opportunities for our clients. Regarding future plans in Illinois, I see the need for us to emphasize our efforts in the following areas:

A. We need to work with the Illinois Department of Personnel Examination Section to encourage modifications on some of the State Civil Service examinations so that more competent deaf individuals can obtain State Civil Service positions.
B. We must encourage the development of more work-study programs for the deaf in our public school systems. Currently, we are working very diligently with the Chicago Board of Education in helping them implement a program of this type for the deaf.
C. There is a need for more training opportunities in Illinois, with special emphasis on on-the-job training stations, and vocational training programs.
D. Finally, we need to increase the number of specialized counselors who have manual communication skills and who can work effectively with deaf people.

Adult education programs for the deaf

In discussing the concept of adult education for the deaf, I would like to emphasize the responsibilities that deaf people in Illinois must accept. They can't just make speeches emphasizing the need for adult education programs, then wait for state agencies to perform the miracles. The deaf community and its leaders must have a plan of action with specific goals and guidelines concerning adult education. As a group, they must be willing to overcome many complex problems and barriers. We must remember that approximately 60% of the deaf population has an overall academic grade achievement of 5.3 or below. Establishing educational programs is a costly and complex business. If any adult education program for the deaf is going to succeed, it must have the full support of the deaf community or it will fail.

Vocatonal Rehabilitation role in adult education programs

Vocational Rehabilitation is not an educational agency and, therefore, I see our role in this proposed program to be limited to the two following areas:

A. As a state agency interested in the betterment of the deaf community, we should and will encourage deaf individuals to participate in the adult education classes.

B. Our services are based on an individual per-case basis, not on a group basis. There may be certain adult education classes in which a local Rehabilitation Counselor may justify as being part of a rehabilitation plan and, therefore, authorize interpreting services for his client. May I repeat that the provision of interpreting services to individual clients is a decision made by the local Rehabilitation Counselor, and only when it is justified as part of an overall vocational plan. We cannot provide interpreting services to deaf people who are not clients our our agency.

For my closing comments, let us picture ourselves on a football field. The ball is on the 50 yard line; we have our plan of action; we know what our goal is; whether or not we are successful in moving the ball down the field ofr a touchdown will depend on the total cooperation of all of us working together as a team. To the deaf community in Illinois, I offer you the challenge to develop your plan of action which will enable you to reach your goal, that is, to improve adult education opportunities for the deaf in our state.

ADULT BASIC EDUCATION

Katie M. Brown - Counselor
Project for the Deaf
Jewish Vocational Service
Chicago, Illinois

I see the need for adult education every working day. It's a crying need and it hollers for something to be done with the utmost speed.

The sooner we can get it started, the better the advantage for our young people who are in school now, because, let's face it, Chicago schools are still turning out illiterate adolescents.

When the average person thinks of ABE, he probably thinks of someone over thirty whose school days are far behind, or, at least, of someone too old to go to school with children.

My thinking will surprise you. I think of little deaf children going to school at age 5. They must, under the law, go through a school system that moves so slowly in making changes that when the child is 17 and out of school, he is almost as ignorant as when he first went in.

I see some of these young people every day. Some of them are fresh out of school. They can't speak or read lips, read or write, sign or finger spell. They have to be tutored in basics (3R's) and communication (manual) while we try to prepare them for the job market.

I'll be fair - some of the kids are retarded and maybe would not have learned much under any kind of teaching. Some of these we cannot help and some take low-paying routine jobs.

The majority have average intelligence and under some other method of teaching might have learned much more. We can get better jobs for these and they can be trained for skilled and semi-skilled jobs.

A few are above average intelligence. These make me glad and sad at the same time. Suppose they had never come for help. We send these away for higher learning and specialized skills.

Who is to blame for this wasted intelligence? In our profession we never blame one person or one thing because we know "It takes two to tango." Then, the musicians must be in a good mood so that the music will be swingy, the instruments must be well tuned, the acoustics must be just so in order to carry the music true, the dance floor should be smooth and so on. . . .

In this case, most of us point a finger at the schools. After seeing so many protest marches, I have wondered what would happen if all the parents who feel that their children have been cheated in the schools, were to march in a body to city hall or the school board and demand that something be done. They have that right you know! But that would be too many parents and for some of their children it is much too late.

And so we are brought back to a good alternative - ABE - until we have total communication in our schools. Then we can return ABE back to those over 30.

Sometimes we get referrals on kids under 17. We know these youngsters are not ready for the job market, but we are hard put trying to find a place where they can learn as they mature. Usually they have been put out of school because they were acting out their frustration

over having to go where they have become bored and receive nothing in exchange for their effort. Facilities have sprung up all over the country, but they dont take such young ones becuase, really, they should be in school.

So you see ABE is needed as much for the young as for the old and I hope you people in attendance here today will give it all the support that you can muster.

THE NEED FOR ADULT BASIC EDUCATION

Robert J. Donoghue
Project Psychologist
Jewish Vocational Service
Chicago, Illinois

The need for Adult Basic Education points to a great problem which challenges educators today. This problem demands the full attention of the deaf community also, inasmuch as we people are directly involved to the extent that we are the products of the system which created this problem. I am referring here to the educational system which spawned us, which left us unprepared for the most part to use our inborn abilities at a level of attainment which would allow us to enjoy the many privileges which the average American citizen takes for granted without troubling himself to inquire into antecedents.

I am grateful for the opportunity to point this out today to you people. If there were no need for an Adult Basic Education program, the implication would be to the effect that schools devoted to the training and preparation of the hearing impaired were efficiently fulfilling their tasks. The existence of the ABE program is but one indicator that this is not so...and the preparations of this organization to create a viable program which will endure is another indication that we deaf are basically mistrustful of the pie in the sky promises of many educators who confidently promise us a brave new world tomorrow...and who but follow in large measure similar promises made by like-oriented educators of the past. I particularly would like to single out those proponents of a method of communication which violates the dignity of a hearing impaired person by requiring him to parrot his hearing peers, and who spend so much time promulgating this method, inflicting it, rather, on helpless children and bamboozling naive and trustful, but inexpereinced and worried parents on the side that the sum and total of this disgraceful behavior, perpetuated in the name of a great and charitable man, Alexander Graham Bell, has been to leave the average young hearing impaired adult eight to twelve years behind his hearing compatriots in the one area in which all of us must function at a certain minimum level if we are to achieve social stability: the field of communication.

Dr. Edna Levine of New York University once stated that if the hearing impaired were ever to improve their lot, if they were ever to be considered more than second class citizens, they would attain this level primarily through their own efforts. Adult Basic Education represents one such move in this direction. However, we cannot stop with this program. We must also continue the fight to improve conditions on the educational front. We cannot turn our backs on the young children. We cannot allow them to expereince the same frustrations we are now attempting to alleviate in our own circumstances. To do so would brand us as selfish and egocentric.

We must fight for better schools. This entails improvement not only in terms of physical plant...we must insist that the methods used offer maximum results in terms of achievement...and in satisfaction and emotional well being. We must strive for the encouragement of professionals who

are motivated toward their charges and who look upon them for what they are and could be...people...not objects for manipulation and self-aggrandizement.

I would like to close this now by making a plea for more cooperation between different factions. I feel that if we work together closely and avoid parallel courses which lead to a dilution of our efforts and may even lead to misunderstandings, we have a far better opportunity to achieve truly constructive progress in the improvement of the social standing of the hearing impaired.

Demonstration Materials
by
Students in
Teacher Preparation Program-Area of the Deaf
Northwestern University, Evanston, Ill.
Patricia Scherer, Ph.D., Director

To Learn Is To Grow

Let me grow as I be,
And try to understand
Why I want to grow like me;
Not like my Mom wants me to be;
Not like my Dad hopes I'll be;
Or as my teacher thinks I should be,
Please try to understand and
Help me grow
JUST LIKE ME!

Unknown

To Learn Is To Understand Differences

We often seem to fear,
That which we do not know.
And in that fear, we run and hide.
Or strike out at the unknown foe.

But if we search and really strive to know,
Won't the fears disappear?
And we'd be free,
To grow, my friend, to grow.

I'm trying to know myself, and in turn to know you too.
The differences are there, but those I more clearly see.
And now I'm beginning to understand,
What makes You-you and Me-me.

The differences seem on the surface,
And as they peel away,
I find a person much like me,
In many many ways.

As I see us now,
And how similar we truly are,
To be afraid of differences
Seems really quite bizarre.

In fact I find us fascinating,
And hope there'll always be
Those crazy little differences
That make You-you and Me-me.

Yolande Crosby

To Learn Is To See Beauty

BARTER
Carl Sandburg

Life has loveliness to sell
All beautiful and splendid things
Blue waves whitened on a cliff
Soaring fire that sways and sings
And children's faces looking up
Holding wonder like a cup

Life has loveliness to sell
Music like a curve of gold
Scent of pine trees in the rain
Eyes that love you, arms that hold
And for your spirit's still delight
Holy thoughts that star the night

Spend all you have for loveliness
Buy it and never count the cost
For one white signing hour of peace
Count many a year of strife well lost
And for a breath of ectasy
Give all you have been, or could be.

To Learn Is To Gain Knowledge

ARITHMETIC
Sara Teasdale

Arithmetic is where numbers fly like pigeons in and out of your head.

Arithmetic tells you how many you lose or win if you know how many you had before you lost or won.

Arithmetic is seven eleven all good children go the hearen-or five six buldle of sticks.

Arithemetic is numbers you squeeze from your head to your hand to your pencil to your paper till you get the answer.

Arithmetic is where the answer is right and everything is nice and you can look out of the window and see the blue sky, or the answer is wrong and you have to start all over and try again and see how it comes out this time.

If you take a number and double it and double it again and then double it a few more times, the number gets bigger and bigger and goes higher and higher and only arithmetic can tell you what the number is when you dicide to quit doubling.

Arithmetic is where you have to multiply and you carry the multiplication table in your head and hope you won't lose it.

If you have two animal crackers, one good and one bad, and you eat one and a striped zebra with streaks all over him eats the other, how many animal crackers will you have if somebody offers you five six seven and you say No no no and you say Nay nay nay and you say Nix nix nix?

If you ask your mother for one fried egg for breakfast and she gives you two fried eggs and you eat both of them, who is better in arithmetic, you or your mother?

WHAT ADULT BASIC EDUCATION MEANS TO A DEAF INDIVIDUAL

Samuel A. Block
Director of Research
Railroad Retirement Board

Several years ago, when the first efforts were being made to set up adult education classes for deaf people in Chicago, a questionnaire was circulated to determine the extent of desire for such a program, and the particular forms it should take. The response was highly gratifying - about 12 percent of the questionnaires were returned. The first classes set up were in the subjects that most people returning questionnaires indicated they wanted. They program was outstandingly successful the first year, but much less so in successive years, and eventually it was dropped, as efforts were made to persuade the State and City public education authorities to assume responsibility for it.

The experience with this first program, however, taught one great lesson. It is that the members of the adult deaf community who most need help do not come forward for it, even when help is freely offered. Conversely, those who do come forward are generally the ones already above average in academic achievement. Thus, it would appear that in order for a program of adult basic educatinn to be successful, greater efforts must be made to reach the persons such a program is intended to serve.

We can speculate on the reasons why low achieving adults do not make greater efforts to better themselves. Possibly, one reason is that they are not motivated properly; that they are not aware of their academic shortcomings, or of the relationship between such shortcomings and their ability or inability to better themselves in the job market. In turn, this situation may be traceable to the system of education to which the individual was subjected: it is well known that large numbers of deaf children made little or no academic progress in school, and were therefore ultimately trained for jobs requiring minimum skills. Whether this was due to the poor quality of education or to defects in the individual, the latter came to understand (and apparently to accept) his limitations and therefore may have lost all ambition to better himself.

Therefore, if you ask - "What does adult basic education mean to a deaf individual?" - the immediate answer would have to be ' "I don't know." It may mean absolutely nothing to the deaf man who has ceased to think in terms of bettering himself. Such a man would require sufficient motivation before he can be expected to try to avail himself of the program. In view of the overall situation, it is not unreasonable to expect that the sponsors of the program work with vocational rehabilitation authorities to seek out such individuals and develop appropriate training programs for them, with better jobs for them as the ultimate goal.

But, apparently, the adult basic education program is a voluntary one. That is, no special effort will be made to recruit those who most need what the program would provide - basic academic skills. If that is so, then the program will again attract mostly those deaf individuals who seek more than basic training and more than academic work; i.e., recreational skills and social enrichment. These are, of course, provided by

adult education programs for those with normal hearing. It remains to be seen whether adult basic education programs can be expanded to include them.

A fundamental concept of the adult basic education program now being developed is that maximum use should be made of existing classes for those with normal hearing. That is, instead of setting up separate classes for deaf adults, the latter should be placed in the existing classes and interpreters supplied. The thinking here is that such an arrangement can be executed more quickly and at less cost than a separate program for deaf adults. Also, the latter could presumably be placed in classes closer to home. It is exceedingly doubtful that such an arrangement is workable or desirable. Apart from the scarcity of qualified interpreters, there is the question of acceptance of such a set-up by the deaf adult. That is, he is not likely to feel secure in such classes and is not likely to interact with other class members who are not deaf. The concept of limited integration may be feasible for certain subjects - art, for instance - but, as indicated above, it is questionable whether such subjects could be included in an adult basic education program.

The need for adult basic education by deaf people is, however, so great, that every effort must be made to establish the program on a solid, permanent basis. But it must have a system of rewards for its participants. These rewards must take the form of opportunity for training for better jobs or for general enrichment of the quality of life for the participants. Without the prospect of such rewards, the program is not likely to succeed any more than have preceding programs.

ADULT EDUCATION

Betty A. Crowe
Teacher of the Deaf
Chicago Public School System

Adult basic education...what is it to the hearing impaired adult? I would say, and should say, that it is the education he failed to achieve or retain when he was in school. For some fortunate adults, it is advancing their knowledge and understanding.

Adult education is the need to fill many gaps. The adult:

needs to know much, much more about himself, his community, the city, the state, and part of the world itself

should know what the future holds...what to expect... what to do...

must learn to be self-sufficient...to develop respect and pride in himself...to know his strengths and weaknesses...

should understand why there are all kinds of people... reasons they behave the way they do...

needs to practice skills in writing a simple sentence, answering a question, following directions, expressing complete thoughts, reasoning, and judging values for himself...

must develop better understanding of sex...personal hygience, mental health

needs to practice the art of reading simple stories, letters, newspapers, road signs, and the captions in a film designed for the deaf...

should learn how to use the public library and many other public buildings...

needs to adjust to social life...join discussions, share common interests and problems...work together, and be of a little service...

We could go on and on here. The average adult, very sad to say, is truly ignorant of such matters and a million more. He should have a natural curiosity to know more about the complex world and have the motivation to improve himself mentally, socially, vocationally, and spiritually. He simply does not. Most of the adults spend a great deal of their time fooling around, taking part in too much sex, drinking, or in searching for employment and the life. Very few adults in this area, and I

strongly point at Chicago because of its size, become worthy members of society.

Once the graduate, or so-called graduate or dropout, first sets foot in the wide world, where does he go? ..... Home to continue depending on his folks for meals, clothes, and the like? To a vocational counselor for counseling and employment? To a tutor for private instruction in both educational and communication skills? Just how is he prepared for both the working world and social life?

Is the adult capable of learning a trade? Exactly how does he function in all aspects? The whole picture is,heartbreaking to say, extremely gloomy - truly a disgrace.

There is a great number of organizations established on a local, state and national basis and the average adult knows nothing about them. Local clubs offer opportunities for recreational purposes, wherein adults can share common interests. The Illinois Association of the Deaf plays a great role in the education field; serving on some of its committees are hearing persons who have the chance to gain much more insight of the deaf. The National Association of the Deaf actively fights for equal rights for the adult. The Council of Organizations serving the Deaf, consisting of both hearing and deaf adults, is another effective organization. The Registry of Interpreters plays a great role, too, and so does the National Fraternal Society of the Deaf.

The Junior National Association of the Deaf, strictly for students, offers the opportunity to develop leadership and be better prepared for adulthood at a much earlier age.

Just the other day I shared some home made fudge with some of my students. How amazed they were to learn it was really home made, and I am sure some of them still refuse to believe me. I was once told by an angry student, "You deaf, you no boss!" Such minor situations show how little they know about adult peers. Youth must come into contact with hearing impaired adults; they need models; they must have people as examples. They need self-images.

We must face reality when we pause to consider reasons why the majority of adults does not measure up to its potential. It is necessary, and only natural, that I bring up the communication barrier, as the major reason. The ability of the student to communicate determines his learning pace. It helps develop his total personality, his way of thinking, and not least of all, his attitude towards all aspects of life.

So, with the problem of communication in mind, I must state that no one method of training and preparing the hearing impaired child is truly successful. Of course, there are some exceptions, but they are msall in numbers. I am speaking about the majority of the youth who require special attention on reactions, inspirations, experiences and concepts.

A happy, rewarding adulthood has its beginning at home. Many parents fail to prepare their hearing impaired children for school; they fail to develop a language background. They need to work closely with the schools. Teachers spend so much unnecessary time and work which could be allevaited if the parents would do much more themselves for their children.

Elementary education is, of course, the next basic step in preparing the young hearing impaired child for adulthood. Again communication must be dealt with. Having taught twelve years in three residential schools,

having attended both public school and a state school, taking over an adult class and being very fortunate to teach in a day school at the present time, I hope I can convey to you my experiences as a student and as a teacher.

We all want speech; we all want language; we demand a sound education; we pray that residual hearing can be utilized, in brief, we demand that the hearing impaired adult be granted opportunities to fulfill his special needs. I have been convinced that total communication (which is speech, lip-reading, residual hearing, finger spelling, signing, reading, and writing) offers the best communication method.

Residential schools are increasingly using total communication from three years old to graduation day. The day schools have the advantage over the residential students by having the privilege of joining their families at home. But, alas, results are no better. It all boils down to the communication barrier that blocks the learning pace, which develops frustration in many students. Self-expression at its fullest is either hindered or completely lost. The proof lies in my present students.

The day students are permitted to communicate among themselves is sad to watch. They lack the communicative skills. Many signs are wrong and a great many gestures are truly primitive. Very little speech is used to communicate with their hearing schoolmates. They need to absorb language and to USE it in various situations. They must self-express emotions and ideas, discuss all the topics that come with the youth.

I personally feel that many hearing people (educators, parents, administrators and a great many others) do not know enough about the hearing imapired. It is interesting and sad to admit that many such people have no contact whatsoever with the hearing impaired adults. We need only look at the adults themselves to help determine whether or not our teaching-our preparations- have been successful. Many schools are like islands with little or no contact whatsoever between them, the city, the state, and the nation. It is our hope that information, be it good or bad, will flow freely among truly motivated teachers to educate the deaf.

Observation of today's adults, especially those in Chicago, indicates a great need for adult education now. With an estimate ten thousand hearing impaired persons in Chicago alone, about a thousand are in circulation. Where in the world are all the others? Adult education could assist much in drawing them out of their shells. The National Association of the Deaf sponsors a cultural arts program bi-annually where adults compete on local, state, and national bases in various areas such as sewing, oil painting, bridge, chess, knitting, photography, hobby collections, etc. The adults must be granted opportunities to develop cultural interests.

English should be a part of adult education, but it in no way should be forced upon the adults as they failed it in school. They need to be motivated to sign up for courses which appeal to them.

Adult education should eventually become a part of public education. There should be an advisory committee and a hearing impaired coordinator to help make them truly effective. We pray we can soon start an adult basic education program, but most of all, I hope that someday with the rising level of elementary and high school education for the hearing impaired, adult basic education will then be unnecessary.

Before I thank you all for listening, I would like to sign a simple poem to signify what the deaf can expereince if provided all the opportunities.

PROJECT DAWN
(D eaf A dults W ith N eeds)

Union League of the Deaf*
Hotel Ansonia
New York City, New York
March 27, 1971

8:30 - 9:00	Registration
9:00 - 9:30	Introductory Remarks Anthony Sansone, Pres. of the Union League Max Friedman, Host Participant Carl J. Kirchner, Project DAWN Director
9:30 - 10:00	What Continuing Education Can Be to Deaf Adults Max Friedman
10:30 - 10:45	Break
10:45 - 11:30	The Adult Basic Education Picture for the Deaf Reports from DAWN Participants: Gerald DeCoursey, New York Carrie Belle Dixon, Ohio Kimball Nash, Massachusetts Nancy Rarus, Connecticut Glenna Watson, Maryland Charles Williams, Ohio
11:30 - 12:00	Gallaudet College Plans Ahead Carol Boggs, Gallaudet College Assistant to V.P. Of Planning
1:30 - 2:00	The Program in Pittsburgh Edgar H. Shroyer, Director Counseling & Community Services Center for the Deaf Pittsburgh, Pennsylvania
2:00 - 2:30	The Programs in New York City Ruth Ann Sussman, Trainee at New York University
2:30 - 2:45	Break
2:45 - 3:45	Panel Moderator: Charles Williams Panelists: Carol Boggs Gerald DeCoursey Carl J. Kirchner Nancy Rarus Edgar H. Shroyer
3:45 - 4:30	Summary by Dr. Jerome D. Schein, Director New York University Deafness Research & Training Center

* Sixty two people attended

DAWN PARTICIPANT REPORT

Delivered at New York Regional Meeting
by

Carrie Belle Dixon

In the following report not only will the first Adult Education class for the Deaf be discussed, but also manual communication classes and volunteer work at Massillion State Hospital and Applecreek Hospital and brief activities that are felt to have some relation with Adult Education.

The first Adult Education class for the deaf in Canton, Ohio, had offered a course (eight weeks) on "Law for Personal Use." The course covered such topics as wills, trusts, estates, contracts, the legal system, income tax, family and juvenile court, and real estate. A young attorney coordinated the classes and included guest speakers from the community to speak on the above topics. The classes were interpreted by Karen Dixon, coordinator of Services for the Deaf at the University of Akron. Eighteen Deaf were enrolled and others were encouraged to visit. This class was sponsored by the joint effort of the Bureau of Vocational Rehabilitation, Adult Education Program, and the Bar Association --- inspired by the efforts of Carrie Belle Dixon. Other topics that were rated high are the surveys for the deaf on the selection of courses for Adult Education Classes were:

1. General language improvement (writing, reading, vocabulary)
2. Art of positive living (group discussion, attitudes, values, skills, getting along with people, mastering our emotions)

Plans for Adult Education programs are being made by the Comprehensive Services for the Deaf and Hard of Hearing at the University of Akron in which Miss Karen Dixon acts as coordinator. Hopefully the first class will offer a driver's training course needed by a group of deaf adults. Otherwise, more courses are expected to be offered in the University of Akron in the fall.

Bible courses along with general language improvement have been offered to the deaf patients in Massillon State Hospital since 1965 on volunteer basis. In the near future my hope is to get financial help from the hospital toward establishing adult education programs for this group of deaf.

Under the chairmanship of Mrs. Louise Hume, a group of deaf volunteers from Akron, Ohio, journey 42 miles weekly to Applecreek State Institute for the mentally retarded where a deaf class of 20 patients ranging from ages 11 to 65 was formed. The deaf adult volunteers work with the patients weekly for an hour. The trips are financed by contributions through the Akron District of the Ohio Association of the Deaf. The fund at Applecreek State Institute is being planned to sponsor this class in the near future.

The Ohio Association of the Deaf has appointed a committee to start the Technical and Vocational Education program which should be effective within a year.

Since serving as a member on the Advisory Board for the Ohio Chapter of Interpreters for the Deaf, my aim is to evaluate and prepare interpreters as well as potential to meet the needs of interpreting services for the deaf participants in the Adult Education program.

Mnaual Communication sponsored by the Canton United Fund is being held weekly at the Red Feather building. It has four classes, one Intermediate II, two intermediate I, and one Beginner's with sixty enrolled. Five deaf guests joined the class after they realized their need to learn signs and vocabularies. The Bureau of Vocational Rehabilitation also sponsored sign language classes for the Canton Post Office Supervisors and hearing employees.

Two volunteers, a graduate and a student of Gallaudet College have been providing tutoring for the low verbal deaf at our manual communication class at the Canton U.F. and with the deaf class at Massillon State Hospital.

The University of Akron is offering the language of signs as one of the required accredited courses for speech for speech pathology and audiology students. Ohio State University, the University of Cincinnati, Ohio University and Bowling Green University are also offering the language of signs for credit and/or non-credit in the state of Ohio. Wooster College is in the process of making such a course available on a non-credit basis.

The past two years the Beginner's and Intermediate swimming courses have been offered to the deaf children at the Canton YWCA. Long range plans are being made to help the directors of the American Red Cross in starting First Aid Acquatic programs for the deaf in Canton and in Akron.

DAWN PARTICIPANT REPORT

Delivered at New York Regional Meeting
by

Kimball D. Nash

Nothing specific has yet been accomplished in my territory but there are reasons for guarded optimism.

The letter which I sent to the Massachusetts Commissoner of the Dept. of Education while we were still in California was finally answered by Miss Mary G. Bodanza, who is the director of Adult Basic Education Projects. Her letter expressed interest and a desire to meet with me to discuss the possibility of setting up a program. The meeting took place in September and included Miss Bodanza, Mr. Foss who is Commissoner of the ABE in the city of Boston, Miss Nancy Rosoff, Director of the Metropolitan Centers (Speech and Hearing Therapy), Miss Ann MacIntyre, a vocational Rehabilitation counselor at Metro who served as my interpreter,and me.

Briefly stated, the results were most disappointing. Miss Bodanza informed us that there was no money available this year to support any kind of program, but that they would "try to keep us in mind next year." Mr. Foss insisted that the teacher hired would have to come from the top of the "service list." When I tried to explain to him that deaf adults in this situation need a teacher experienced in working with the deaf, his reply was, "that's too bad. The regulations must be followed." Both Miss Bodanza and Mr. Foss warned that a great deal of "red tape" is involved in securing funds for new programs and these funds would cover only teacher salaries; we would have to buy all materials ourselves.

The Metro Center, which just opened last September, is centrally located, well furnished and has offered free use of classrooms for an ABE type program. They have already started an active, well-attended program to teach sign language on beginning, intermediate, and advanced levels (I teach a class of 20 hearing beginners two nights a week , two hours a night) and a preparatory course for deaf adults interested in taking Civil Service exams. The Center hopes to be able to offer many more courses in a variety of subjects in the reasonably near future, but as a new organization, it is taking time to plan and money is, as always, a problem.

Meanwhile, the older Speech and Hearing Foundation of Massachusetts, Inc. has moved its classes to the School of Education Bldg. at Boston University and has formed a new Steering Committee under the Chairmanship of Dr. Wilbert Pronovast of the B.U. School of Special Education and Director of the Horace Mann School for the Deaf - B.U. Planning Project. The Steering Committee, of which I am a member, will hold its first meeting on March 29. Among topics for consideration by the Committee are recommendations for course offerings, exploration of an ABE program, exploration of a high school equivalency program and coordination of S & H offerings with other programs for deaf adults.

One more possible avenue to eventual progress is through the Massachusetts COSD which has had a Task Force meeting regularly all winter to discuss aspects of vocational rehabilitation available to the deaf in Massachusetts. Their report will be given at the First Annual Deaf Forum to be held on May 1 at the Boston School for the Deaf in Randolph. There may be some way of obtaining funds or assistance through Vocational Rehabilitation Department that are not available through the Department of Education. Further,the Vocational Rehabilitation Department may be able to influence the Dept. of Education favorably toward our needs.

"The difficult we do today - the impossible takes a little longer" ---especially in Massachusetts.

DAWN PARTICIPANT REPORT

Delivered at New York Regional Meeting
by

Glenna Sue Watson

The Division of Vocation Rehabilitation, in close cooperation with the Montgomery County Division of Adult Education, has formed the nucleus of Adult Basic Education for the Deaf in the Metropolitan area of Washington, D.C. It has been far from an easy task, but it was very worthwhile as the class is now actually in progress and will be on-going.

The person most responsible for making such a class become a reality has been Howard M. Watson, Counselor for the Deaf in Montgomery County with the Division of Vocational Rehabilitation.

It has long been his desire to have a class for his deaf clients because of the prohibitive cost of tutoring arrangements, which he would have to purchase from private vendors. I might as well make it clear now that Mr. Watson is my husbnad and he literally soaked me of all my knowledge about what I learned in the SFVSC last summer. Using the information that I was able to impart to him, he was able to contact the right people.

He was very fortunate in already having an inside tract with the Division of Adult Education, as he was employed by them to teach manual communication to the parents and employers of deaf people. Through his contacts, he was able to meet with relative ease Dr. Frank Snyder, the head of the Adult Basic Education program in Montgomery County.

When these two men got together, he was able to sell the idea of forming a class for the deaf and using deaf instructors. Some of the things that were particularly nice about this was that no longer was there a requirement of 18 students for one teacher. This obstacle was difficult to overcome with this specialized population, as my husband found out through his attempts to start classes for the deaf in typing, do-it-yourself automobile mechanics, English and consumer economics.

Living in the Metropolitan Washington area does have its advantages - that being Gallaudet College. Through our contacts at Gallaudet, he was able to find highly qualified teachers for this program. These were teachers who had expereince in teaching adult education and were teachers that were able to instill and keep motivation to learn in the students.

The Adult Basic Education deaf class began on February 22, 1971, at Eastern Junior High School, in the approximate center of what we might conveniently term "the deaf pocket." The teachers are paid $7.10 per hour and the classes meet on Monday and Wednesday nights from 7:30 to 9:30, and there is no cost to the students for attending. At present there are three teachers for a total of 18 students. Each student is taught the basic skills in the areas in which he feels the weakest. There is no group teaching, but only individual teaching and no final exams, but individual self-progress tests. The class is internation in scope, as there is one student from Haita, one from Russia and one from Sweden; therefore, the learning of English as a second language is offered.

The formation of this class has not been without its frustrations. One teacher, after accepting the position and having taught two weeks, was forced to withdraw necessitating the search for another teacher and a disruption in the class. However, this was quickly ironed out with a minimum amount of chaos. Another frustrating thing was the poor response from the deaf community to our advertisement in the DEE CEE EYES, a local deaf newspaper. At present, all of the students are clients of my husband, and he is hoping that this small nucleus of a class will expand. Once the students feel that they are overcoming their own deficiencies, news of such an on-going program will spread throughout the Washington area. It has been my experience that the word-of-mouth advertisement is the best possible advertisement there is.

DAWN PARTICIPANT REPORT

Delivered at New York Regional Meeting
by

Max Friedman

This paper is addressed to those among you who are teachers or administrators in the field of adult, or continuing education; and for the purpose of this paper, I am assuming that you are totally unfamiliar with the population towards which they day's proceedings are directed. If I am belittling your familiarity with the problem, please overlook this. My approach gives me a frame of reference and a starting place.

Project DAWN is a most appropriate name. The letters DAWN stand for Deaf Adults With Need. My deaf friends, the large majority of them, have a need that is not being met. It is not my intention to attempt to fix any blame. Rather, I shall point to the need and hope that the people here, both hearing and deaf, will find the means and join hands to fill this need.

The hearing impaired, which is the term presently in vogue, are classed either as deaf or as hard of hearing. The deaf have no usable hearing whatsoever. That is, they do not have sufficient hearing to carry on a conversation even with the help of some artificial aid. The hard of hearing do have some usable hearing and many can and do function, with or without the help of hearing aids, in the world of people with normal hearing. But there are many who find their impairment too great a handicap and function better in the world of the deaf. The thrust of this paper is with those who live in the world of the profoundly deaf.

Educators of the deaf divide the profoundly deaf into two categories, because, by doing so, they can explain the wide differences in the language levels and the learning abilities of their younger pupils. In the first category are the congenitally or prelingually deaf, those who were born deaf or who became deaf before having acquired language. In the second category are the adventitiously or postlingually deaf, those who had language before losing their hearing. Loosely speaking, that is to say that the first category have very little or no language at the time they start on their three R's whereas the adventitiously deaf do have a start -- a vocabular and a syntax.

I would like to inject a word of caution here. One would expect that the prelingually deaf would be educationally inferior to the postlingual deaf, but this is not necessarily the case. I got as far as the third grade in public school before I lost my hearing. I graduated from Gallaudet College, ranked fourth in my class and, as a former teacher of the deaf, it is a metter of pride to me that two of the three who outranked me were born deaf and whose parents were deaf teachers of the deaf.

I now come to a painful part of my paper. We all know that deaf children, educationally, lag years behind their hearing brothers and sisters. I can show you just how serious that problem is by quoting certain findings.

At the age of five the average hearing child has a vocabulary of from 2,000 to 5,000 words and a well established syntax. According to Dr. Edna S. Levine, the congenitally deaf child at that age generally has

absolutely no words. After one year in school, the deaf child may have mastered 50 words, and after four years, at about the age of 10, has enough language to make a rudimentary start in first grade work.

Dr. Hans Furth reports that a test of 5,307 deaf children in the United States and Canada between the ages of 10 1/2 and 16 1/2, after 392 pupils with a reported IQ below 75 had been excluded, revealed that in six years the reading grade level of these children advanced less than a full grade, from grade 2.7 at 10 1/2 to grade 3.5 at 16 1/2, and that only 12% of those between 15 1/2 and 16 1/2 could read above the level of grade 4.9. Dr. W.J. McClure states that 35% of deaf children never achieve functional literacy, and only about 5% develop what might be termed as near-average ability.

Very pertinent to the above findings is the work of Dr. McCay Vernon. In an investigation of every published study he could find on the intelligence of deaf children between the years of 1930 and 1966 in which over 8,000 subjects between the ages of three and 19 were tested, he found no significant difference in the cognitive ability of the deaf subjects and normal hearing children.

It is not my purpose to point an accusing finger at the failures of our educational system except that to do so points to the need for further educational opportunities for the leavers of our schools for the deaf. However, we may be seeing the dawn of a better day. Psychologists, psychiatrists and assorted child behaviorists are now entering the field of the education of the deaf. If they are doing nothing more, they are at least taking the direction away from the hidebound traditionalists. Only time will tell whether this change is for better or for worse. I, for one, do not think it can be a change for worse.

Now let us move on and examine the educational opportunites of those deaf youths who have, in one way or another, completed their studies in our elementary schools for the deaf. I would like to add here that the deaf school graduate is generally at about the age of 18 when the schools decide they have done about all they can for him and he must move on to make room for a new class. For some there are the vocational and technical schools, notably those in New Orleans, Minneapolis and Seattle. A year ago a model secondary school was opened in Washington, D.C., to serve young deaf people from the District of Columbia and nearby states. Especially in our large cities, some of our more capable graduates enter high school where a number, with tutorial help to surmount the difficulties, make the grade and a few even continue beyond high school. The more gifted graduates of our schools, and there are an increasing number whose thoughts turn in this direction, enter Gallaudet College or the National Technical Institute for the Deaf. In the latter the deaf students are integrated into the regular classes of the Rochester Institute of Technology, receiving help from note takers and interpreters. Thanks to federal grants and scholarships, a number of graduates of Gallaudet College every year enroll in regular colleges and universities in pursuit of advanced degrees. New York University has six deaf students working towards their masters degrees and one doctoral candidate. San Fernando Valley State College has about 50 students in its undergraduate and postgraduate programs.

I mention the above only as points of information. Our concern here is with those deaf adults and young adults whose formal schooling has ended. I will not here go into the details of the educational opportunities available to them. There are others in today's program who will speak of these. But I would like to submit some observations born of experience,

and in doing so I have a few questions that need to be answered.

Not long ago, after considerable blood, sweat and tears battling the bureaucracy of the New York City Board of Education, we succeeded in getting a special program for the deaf installed in one of the city evening high schools. The initial response was marvelous, but the program died after three years. Our students had taken what we had to offer, and that was it. Yet that high school was alive and jumping every night with other classes on every conceivable subject. For a registration fee of only $3.00 a term a student could take as many courses as he liked, but none of our deaf students took advantage of this opportunity or bargain. Perhaps the fault was ours. Perhaps if interpreters had been provided that program would still be alive today. But I doubt it. Our enrollment was practically stationary. We seemed to have all the deaf people in New York who cared to continue their education.

I am forced to conclude that my deaf friends do not care for more education in the traditional classroom setting, and in a way it is hard to blame them. After years of struggling to learn by repetition and by rote, they look upon continuing education as "just more of the same."

So we tried another approach. The New York University Deafness Research and Training Center got together with the Union League of the Deaf to offer a lecture series. The club supplies the meeting room and, when necessary, the movie projector and the screen. The Center lays out the program, secures the speakers and the interpreters, and pays for the advertising and publicity. In a manner of speaking, this is sugarcoating the pill. Our people are getting an education without having to work too hard for it. And the results have been good. It is a poor evening when we draw less than 100, and unusual speakers -- such as a lawyer who will answer questions from the floor or a former Miss America who will tell you how to get the most out of your shopping dollar -- will draw over 200. Our "regulars" are high in their praise of the program, a matter which we find most gratifying.

Yet, proud as we may be of our lectures, we entertain a certain note of doubt. We can count on our regulars, over one hundred strong. And when the "attraction" is right, we can count on at least another 100 to drift in,but we do not see many new faces. Perhaps these others find more attractive ways to pass their evenings -- like visiting among themselves, watching captioned films, or staring blankly at their television sets.

Not long ago a friend of mine asked me why I was getting involved in all this when the response was not always what I hoped for. I had an answer to this question. Fortunately I am afflicted with a project director at the New York University Center who has certain opinions about the functions of his staff. I daresay that my classmates in Project DAWN will have other explanations for their involvement in continuing education for deaf adults.

GALLAUDET COLLEGE PLANS AHEAD

Carol J. Boggs
Planning Assistant
Gallaudet College

Adult education is no longer a privilege. It had been thought for many years that the knowledge needed for life was absorbed as a youth, with additional education being devoted to making up deficiencies evident during later years. In recent years, however, with the rapid change in the social and economic environment, the whole field of education has undergone what amounts to a revolution from its focus on the child and the youth, to the concept of continued learning--learning as a lifelong process. As a result, adult education has progressed from privilege, to hobby, to necessity.

Adult education of the deaf is not a new idea. Classes and correspondence courses have been offered deaf adults from time to time since early in this century;but results have been spotty. Most programs suffer from lack of a stable financial base and the lack of a permanent trained staff. Many programs show the results of preciptious planning and the lack of coordination and follow-through. All programs feel the need for materials specifically tailored to the needs of the deaf adult. Many are forced to operate under public school regulations in terms of class size and teacher/pupil ratio that are impractical and unrealistic in terms of the communications problem native to the deaf adult and the size of the deaf community from which students are drawn. Without exception all attempts at continuing education for the deaf have had to wrestle with the problem that programs must be flexible enough for deaf adults at all levels of intellectual ability and educational background. Such a spread calls for an individualized curriculum that is extremely difficult to provide. Further, common to all programs in adult education of the deaf is the problem of motivation. After an initial blush of enthusiasm students drop out and cease to participate; and it is difficult to involve even initially the deaf adult whose needs are greatest.

Recognition of the need for continuing education opportunities for the deaf adult has been growing over the last several years. In 1965 the Babbidge Committee recommended that the Deaf be given access to the full range of post secondary and adult education available to the general population. The National Conference on the Education of the Deaf in 1967 recommended enhanced opportunities in colleges and universities, junior colleges, technical schools, vocational schools, and adult education programs. Long strides have been taken in all of these except adult education.

Just about two years ago Gallaudet College got a new president. Early in the administration of Doctor E.C. Merrill, Jr., a committee was appointed by the Board of Directors to study Gallaudet College, its present and its future. This Committee on the Role and Function of Gallaudet College, in its report dated May, 1970, strongly recommended the expansion of continuing education efforts at Gallaudet College. . ."through an expanded program of education services, Gallaudet College should make available to deaf adults--individually and in groups--a wide variety of materials, activities, programs, institutes and special services. The college should

pursue its adult education program for the deaf through schools, clubs, alumni groups and other organizations."

With this background, Gallaudet College requested $128,000 for a small continuing education program for the local District of Columbia area in the 1971 fiscal year. The House-Senate Conferees in their consideration of the 1971 budget deleted this item with the request that the Department of Health, Education and Welfare make a thorough study of the need for an adult education program for deaf persons, the level of financing necessary, and the manner in which a program might be administered. A task force was convened and submitted its final report with recommendations almost two weeks ago. On this committee, chaired by Dr. Howard Walker, dean of Continuing Education at the University of Kansas, were representatives for the National Advisory Committee on the Education of the Deaf, from the Council of Organizations Serving the Deaf, from Gallaudet, from Social and Rehabilitation Services Administration, from the Bureau of Education of the Handicapped, and from major universities with outstanding programs of continuing education.

The HEW task force recommended a program at the level of $5 million dollars over a period of five years, with $616,000 budgeted for the first year. Such an amount would permit the initiation of a braodly based, nationwide program of continuing education for deaf adults, utilizing all the methods and media available to reach the goal of attracting and stimulating the deaf individual to participate in the learning process, to move toward personal growth, and to develop in himself the tools for self-propelled learning. It is the plan that through this funding Gallaudet College, as an accredited liberal arts institution of higher education, devoted exclusively to the education of the deaf, should serve as the focal point for the development of comprehensive programs--in concert with programs in other existing and developing institutions--of continuing education for the deaf.

The recently convened Board of Fellows of the College spoke of Gallaudet as being. . ."a multipurpose institution, with responsibilities for educational endeavors in behalf of the deaf from birth to old age," and recommended strongly the expansion of adult education offerings by the College with a view toward a cooperative nationwide program of continuing education, as proposed by the HEW study group.

I must tell you frankly that none of this has as yet become a reality. At this point, the whole program might be called "pie in the sky"; but there is more substance to the possibility than there might appear to be on the surface. There has been a strong and growing demand over the last few years for the continuing education of the deaf adult. The study mentioned earlier was made at the request of the House-Senate Conferees; and when the House Appropriations Committee hearings were held roughly two weeks ago, the committee members requested a copy of the report. The Senate Appropriations Committee hearings on the Gallaudet budget will be held next Thursday; and the matter is sure to come up again at that time. In the meanwhile, Gallaudet has already prepared the back-up materials required for the budget amendment necessary in FY 1972 for the funding of the proposed continuing education program. Admittedly, it is possible that the Congress will not approve the program for fiscal 1972. If, however, the plan is not added to the 1972 budget, machinery is already in operation to see that it is included in the initial request for funds for fiscal 1973. Gallaudet College has a commitment to lifelong learning and will continue to push for funding of this program.

The projected program has several features that are of basic importance to the future of continuing education of deaf adults. Because continuing education of the deaf is relatively immature in its development, it is certain that initial and continued training of staff will be necessary. In fact, part of the function of the projected program is the building of a reservoir of specialists who can staff not only the developmental and instructional activities at Gallaudet, but who can also provide support services in the staffing and in the training of personnel in other institutions.

One of the weakest links in continuing education for the deaf has been the paucity of materials specifically tailored to the needs of the deaf adult. The development and trial of suitable materials and methods are to be a major thrust of this program from its inception. These materials would cover a broad spectrum--from the college and graduate level to that of the deaf person who needs adult basic education or instruction pertinent to particular everyday living. The development of these materials and the adaptation for use by the deaf adult of applicable materials already extant will begin the first year with continuous effort throughout the program. Materials development will proceed largely on three fronts: the evaluation and adaptation of existing materials; the production of prototypes of especially designed materials; and the experimenations with a wide range of media and technology applications.

The research and evaluation component of the continuing education program is regarded as one of the essential elements of the plan. Consistent and meaningful research and evaluation will lay the foundation for the building of a solid program at Gallaudet College and in the network of cooperating centers. For the first time significant work can be done to validate methods and materials in working with the deaf adult. Research and evaluation in this program will cover such areas as performance of the program as reflected in results as over against objectives, quantifiable materials production, student tracking and character analysis, and cost analysis, to mention only a few. A strong emphasis of the research activity will be that of needs assessment and a motivational analysis of the adult deaf community.

It is important to underscore what has been mentioned several times before, that is the fact that the program envisioned is a nationwide endeavor. It is not to be confined to Gallaudet with immediate benefits only for the deaf population of the Metropolitan District of Columbia area. The intent of the HEW task force recommendation, with the full support of Gallaudet College, is that the College be the focal point and the initiator of a network of cooperating centers and programs through the country in areas where there is a high concentration of deaf adults. Deaf adults everywhere need continuing education.

The administration and faculty of Gallaudet College look forward to the implementation of the projected program. Gallaudet's commitment to the training of deaf children and youth is highly visible in the pre-school, the Kendall School, the Model Secondary School, and the College itself. A program of adult education is the logical capstone in a developing program of life time learning for the deaf.

Any effort in this direction, however, must be a partnership. It is a fact that existing programs have achieved the best results when deaf adults themselves have been integrally involved in the process of education. The proposed adult educatinn program at Gallaudet College, and in the cooperating network of centers throughout the country, must be, and will be, of and by the deaf, as well as for the deaf. We ask you, who are already involved in continuing education of the deaf adult, to join with us in this effort.

ADULT BASIC EDUCATION PROGRAM

Ruth Ann Sussman
Student
New York University

I have been asked to make a presentation at this workshop because I worked within four different adult education programs the past three years. I am presently working at Work/Study Program for Non-Secondary Deaf and Language Impaired Youths.

Before I proceed to tell about my experiences, I would like to take time out to touch upon some of the adult education programs in New York City.

The nature of these programs vary. They range from cultural enrichment to rehabilitation. Most of the programs are, in essence, multi-purpose in nature and it is difficult to differentiate between cultural enrichment, rehabilitation and vocationally oriented training. Some programs embody all three. So as you can see, adult education comes under different colors. Each program is usually geared to the type and needs of the population it serves. Some programs are built around the needs of high-achievers or college graduates while others are devoted to educationally and culturally disadvantaged deaf individuals.

New York League for the Hard of Hearing

The New York League for the Hard of Hearing,in essence a hearing and speech center, offers various community services, one of which is adult education classes. The League has English classes for the immigrants, reading and language remediation programs and a unique educational service for hard of hearing senior citizens. It also offers various speech, lip-reading and auditory training programs.

Washington Irving High School

The Washington Irving High School, under the New York City Board of Education, has evening classes in speech, lip-reading and basic language work with new immigrants.

New York University Reading Institute

A special evening speed-reading program for better educated deaf persons by the New York University Reading Institute was successfully concluded last year. This year it is conducting a literature appreciation with vocabulary building course for approximately the same group of deaf adults. They make use of an interpreter during the classes. It is significant to point out that the NYU Deafness Research and Training Center and the Reading Institute developed this program.

New York University - Union League Lecture Series

The Deafness Research and Training Center also developed the New York University - Union League Club of the Deaf Lecture Series. Free lectures are given in the Union League's large clubroom. Lectures are given by prominent professional people and civic leaders who speak about their work and areas of interest. Attendance is open to the general deaf population of New York City and their hearing friends. The bulwark of

this program is Mr. Max Friedman of the Center and Mr. Aaron Hurwit, a leader of the Union League. Dr. Jerome Schein, the director of the Center is using Center resources to make this lecture series a permanent program.

I have briefly touched upon some of the programs for deaf adults in order to give you a New York City perspective. Now we will focus on four programs that I have been professionally involved with.

New York Society for the Deaf

First, the New York Society for the Deaf, a private non-profit multi-function social agency, is sponsored by the Federation of Jewish Philanthrophies. Of interest to us is its several programs for post-school adult deaf persons. For these people it offers, among numerous services, arithmetic, remedial reading and development of communication skills, which includes sign language instruction. The population served are mainly disadvantaged and multiply handicapped young deaf adults; most are the clients of the Division of Vocational Rehabilitation.

The Society also conducts sign language classes for beginners, intermediate and advanced groups and is open to any hearing person. For the first time last fall, it offered a sign language class for deaf individuals who feel they need more polish and those without adequate knowledge of sign language.

As a registered agency of the National Safety Council in Chicago, the Society offers a defensive driving education program for licensed drivers who wish to improve their driving habits.

With some supervision of a United States Post Office representative, the Society has training sessions for deaf adults who want to prepare themselves for the Post Office examination and eventual employment in the Post Office. More than half of the last group passed the examination and many are now working in the New York City General Post Office. Classes are held at different times of the day to accommodate as many deaf persons as possible.

Manhattan Reading Institute

The Manhattan Reading Institute is a subsidary of the Mondell School of Drafting, one of the largest of its kind in the city. The Division of Vocational Rehabilitation sent several deaf clients to this school for training in drafting. Because of these trainees' need for improvement in reading and math, classes were started at this place to meet their needs. Eventually, the DVR entered more young deaf adults not at all associated with drafting, but who aspired to enter junior college, college or technical institute. The number of classes, which had the average of four students, grew to as many as five classes a day at a certain time. We were careful to preserve each student's maximum access to the instructor's individual attention by keeping the size of the class small. Our task in this program was to prepare these aspirants for college entrance examinations. It was most helpful to those who had failed the examination on the first try.

We also had our share of deaf immigrants and few low-achievers. Their progress was carefully measured by periodic reading, vocabulary and math tests. Diagnosis were also made for weaknesses. In short, the program is highly individualized to meet individual needs.

Bulova School of Watchmaking

I have also worked as a remediation instructor for deaf adults being trained as watchmakers and repairmen at the Bulova School of Watchmaking. The remediation program was what you would call job-related.

I worked at this place for a brief time, but I have learned how valuable an ancillary remediation program can be in vocational training.

Work Study Program

When I was admitted to New York University as a full-time student last fall, I discontinued working in adult education. However, when the director of the Work/Study Program for Non-Secondary and Language Impaired Youths, asked me to work there on a part-time basis, I was unable to resist the challenge and accepted it. To this day I have not regreted this decision. I should add that two other Center trainees are also working in this particular program.

This program is a federally funded project under the Vocational Amendment Act. Those deaf adults being served in this program are the ones who could not continue their formal education in high school, and who are not ready for full-time training or job placement.

The program is arranged to encourage part-time employment in the afternoon while the mornings are devoted to remediation work, communication skills, and subject matters pertaining to activities of daily living. They receive instruction in handling of money, budgeting, banking, good grooming, etc. Social skills are stressed. They receive information related to understanding life and work. The program's structure is made flexible so as to deal with various problems such as welfare problems, housing problems, court cases, police abusements, and personal problems. This program is strongly laced with individual and group counseling and the emphasis is on adjustment to the demands of daily living and employment.

My background and experience in dramatics is useful in the program. Role-playing and socio-drama appears to be very effective with this population; they are reached when other means fail.

This program is involved with a certain segment of the deaf population---almost hopelessly disadvantaged group. Some of our students have other physical disabilities in addition to deafness. Family problems and emotional disturbances is not uncommon within this group.

Despite of the seeming hopelessness, the program has demonstrated time and again that with diligent effort and creativness, these deaf individuals can be helped to attain social and vocational respectability. It is my own personal feeling that all of this is possible only because the program's staff is permitted to experiment without fear of failure. Such is the attitude, charged with hope.

I would like to close with saying that I consider myself fortunate to have this kind of experience. I have learned that the better educated and better adjusted deaf people have their own adult education needs, although it is mainly on the cultural enrichment level. With the less advantaged group, it becomes apparent to me that their needs are on a level that would help them to live more effectively. For the latter group, I feel that adult education programs should be strongly supported by dynamic counseling activities. Counseling and guidance should be part of adult education programs for the more disadvantaged deaf population.

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At dawn of Love, at dawn of Life,
At dawn of Peace that follows Strife,
At dawn of all we long for so —
The sun is rising — let us go.

"At End" – Louise Chandler Moulton

Quoted by Ronald E. Nomeland
Opening Ceremonies — Project DAWN
June 21, 1970

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on Adult Education